## History Progression End of Year Expectations



EYFS	<ul> <li>'Understanding the World — People and Communities'.</li> <li>Ourselves - history of themselves, past and present events in their own lives. Remembers and talks about significant events in their own experience such as their birthday.</li> <li>Family — enjoy family customs and routines. Talk about similarities and differences in relation to friends and family. Describes special times and events.</li> <li>Giving children an idea of time passing — visual timetable of day.</li> <li>Timeline of classes over the year to aid concept of time passing.</li> </ul>	
	Books set in a different time period or showing changes over time such as child growing older.  Key vocabulary and phrases	
	Then, now, next, before, after, 'when I was a baby', a long time ago	
	Year 1	Year 2
Chronological understanding	<ul> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Can use phrases like old, new and a long time ago</li> </ul>	<ul> <li>Sequence events and give reasons for the order</li> <li>Use phrases like before, after, past, present, then, now ,recently, century</li> </ul>
Range and depth of historical knowledge	<ul> <li>Recognise the difference between past and present in their own and others lives</li> <li>They know and recount events from stories about the past</li> </ul>	<ul> <li>Recognise why people did things, why events happened and what happened as a result eg. Samuel Pepys diary GFL</li> <li>Identify differences between ways of life at different times</li> </ul>
Interpretations of history	<ul> <li>Know the main differences between old and new objects</li> <li>Know the names of some sources of evidence e.g photos, objects</li> </ul>	<ul> <li>Know how to identify different ways that things are represented e.g fictional accounts, photos, illustrations</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>
Historical enquiry	Find answers to simple questions about the past from sources of information Eg What was it like? Using artefacts, paintings, pictures	<ul> <li>Use a source — observe or handle sources to answer questions about the past on the basis of simple observations.         Eg maps from immediate area showing fields 100 years ago are now houses         </li> <li>Ask and begin to answer questions like What happened? Who was involved?</li> </ul>
Organisation and communication	Communicate their knowledge in a variety of ways:  Discussion  Drawing pictures  Drama/role play  Making models  Writing  Use ICT	