



# Onslow Infant School History Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
Chronological Understanding	<ul style="list-style-type: none"> <li>▪ Use everyday <b>language related to time</b>.</li> <li>▪ Place some numbers in <b>order</b>.</li> <li>▪ Measure short <b>periods of time</b> in simple ways.</li> <li>▪ <b>Sequence</b> simple events (e.g. getting ready for school).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recount changes in own life over time and place <b>significant events</b> in <b>chronological order</b>.</li> <li>▪ Describe <b>events</b> that happened in the past.</li> <li>▪ Use words <b>related to time</b> such as <b>old, new, past, now, before and after, a long time ago, in the future</b> etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Place a range of objects and events in <b>chronological order</b>.</li> <li>▪ Place events on a <b>timeline</b> using a given <b>scale</b>.</li> <li>▪ Use common words and phrases relating to the <b>passing of time</b> – <b>yesterday, tomorrow, in the future, in the past, present, ancient time</b>.</li> </ul>
By the end of the year a child will be able to:	<ul style="list-style-type: none"> <li>▪ Place numbers to 10 in <b>order</b>.</li> <li>▪ Measure short <b>periods of time</b> in simple ways.</li> <li>▪ Sequence 4 events in a story map.</li> <li>▪ Describe simple events in their day, for example the visual timetable.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence 6 pictures from old to new on a horizontal or vertical timeline.</li> <li>• Use words related to time to compare events.</li> <li>• With adult support - place events on a timeline with a scale.</li> <li>• Use 'because' to begin to explain the impact of some events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Read dates</li> <li>▪ Understand that 1600 comes before 2015.</li> <li>▪ Place events or people, in chronological order, on individual timelines.</li> <li>▪ Use words and phrases relating to the passing of time in their spoken word and writing.</li> </ul>
	<p><i>then</i> <i>now</i> <i>after</i> <i>order</i> <i>change</i> <i>old</i> <i>first</i> <i>last week we went on a trip</i></p>	<p><i>yesterday</i> <i>tomorrow</i> <i>oldest</i> <i>older</i> <i>past,</i> <i>now,</i> <i>before</i> <i>long time ago</i> <i>in the future</i> <i>modern</i> <i>timeline</i> <i>When I was little</i> <i>Before I was born</i></p>	<p><i>most recent</i> <i>in the past</i> <i>date</i> <i>century</i> <i>Chronological</i> <i>chronological order</i> <i>21<sup>st</sup> century / 20<sup>th</sup> century</i> <i>Future</i> <i>traditional</i></p>

	EYFS	Year 1	Year 2
Knowledge and Understanding	<ul style="list-style-type: none"> <li>Develop an <b>understanding of growth, decay and changes over time.</b></li> <li>Look closely at <b>similarities, differences, patterns and change.</b></li> <li>Understand and talk about <b>immediate past and future.</b></li> </ul>	<ul style="list-style-type: none"> <li>Start to recognise <b>why</b> things happened and what happened <b>as a result.</b></li> <li>Recall some facts about events that happened <b>beyond living memory.</b></li> <li>Recognise some <b>differences</b> between the <b>past</b> and the <b>present.</b></li> </ul>	<ul style="list-style-type: none"> <li>Recognise and talk about <b>why</b> people did things, <b>why</b> events happened and what happened as a result.</li> <li>Identify differences between <b>ways of life</b> at <b>different times</b> through role play, pictures, writing and discussion.</li> <li>Recount the <b>main events</b> for a <b>significant event</b> in history.</li> </ul>
	<p><i>Change</i> <i>Same</i> <i>Different</i></p> <p>Topic specific vocabulary</p> <ul style="list-style-type: none"> <li><i>King</i></li> <li><i>Queen</i></li> <li><i>Castle</i></li> <li><i>Royal family</i></li> </ul>	<p>Topic specific vocabulary</p> <ul style="list-style-type: none"> <li><i>Norman</i></li> <li><i>settlement</i></li> <li><i>invaders/invasion</i></li> <li><i>conquer(ed)</i></li> <li><i>William the conqueror</i></li> <li><i>tradition</i></li> </ul>	<p>Topic specific vocabulary</p> <ul style="list-style-type: none"> <li><i>Pudding Lane</i></li> <li><i>St Pauls Cathedral</i></li> <li><i>River Thames</i></li> <li><i>diary</i></li> <li><i>Architect</i></li> <li><i>Lord Mayor</i></li> <li><i>Sir Christopher Wren</i></li> <li><i>monument</i></li> <li><i>Samuel Pepys</i></li> <li><i>King Charles II</i></li> <li><i>Protest</i></li> <li><i>Rights</i></li> <li><i>Equal</i></li> <li><i>Civil Rights</i></li> </ul>
Historical Interpretation	<ul style="list-style-type: none"> <li>Show interest in illustrations, and print in books; listen to stories with increasing <b>attention</b> and <b>recall.</b></li> <li>Know that information can be <b>retrieved</b> from <b>books and computers.</b></li> <li>Begin to talk about <b>people and things</b> that are <b>not present.</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify some <b>differences</b> between <b>ways of life</b> and <b>artefacts</b> from different times.</li> <li>Know how <b>artefacts</b> were used.</li> <li>Start to look at <b>different sources</b> to find out about the past – pictures, photographs, artefacts, visitors and visitors from the art gallery.</li> </ul>	<ul style="list-style-type: none"> <li>Use <b>primary and secondary sources</b> to identify different ways in which the past is represented e.g. video, pictures, internet, books etc</li> <li>Find out about the past from a <b>range of sources</b> including video, historical buildings, artefacts, writing e.g. letters, ICT based resources, visitors</li> <li><b>Compare</b> sources to determine <b>fact or fiction.</b></li> </ul>

	EYFS	Year 1	Year 2
	<i>history</i> <i>remember</i>	<i>event</i> <i>famous</i> <i>celebrate</i> <i>historian</i> <i>expert</i>	<i>explain</i> <i>source</i> <i>predict</i> <i>evidence</i> <i>research</i> <i>historical event</i> <i>artefact</i> <i>similarities</i> <i>differences</i>
Historical enquiry	<ul style="list-style-type: none"> <li>Begin to ask and answer <b>'how' and 'why' questions</b> in response to events and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Start to <b>ask questions</b> and make <b>observations</b> in order to answer simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ask and answer questions</b> about the past e.g. what is it? What was it used for? How do we know? Who would have used this?</li> <li><b>Discuss different possible answers</b> to questions about the past.</li> </ul>
	<i>how</i> <i>why</i>	<i>what</i> <i>when</i>	<i>Is it possible that...</i> <i>I wonder if ....</i> <i>How would we find out?</i>
Organisation and Communication	<ul style="list-style-type: none"> <li>Use talk to <b>organise, sequence and clarify</b> thinking, ideas, feelings, events.</li> <li>Use language to <b>recreate roles and experiences</b>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Communicate</b> what they have <b>learned</b> in different ways – pictures, ICT, writing, talking etc</li> <li><b>Sort</b> events or objects into groups (e.g. then and now)</li> <li><b>Recount</b> and <b>tell stories</b> from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Start to select from what they have learned and <b>communicate</b> in <b>different ways</b> such as writing, pictures, talking, drama</li> <li>Use <b>timelines</b> to <b>order events or objects or place significant people</b>.</li> </ul>
	<i>See chronological understanding</i>		

	EYFS	Year 1	Year 2
<b>Continuous Provision &amp; Enhancements</b>			
<b>Small World / Role Play</b>	<ul style="list-style-type: none"> <li>▪ Explore the past through role play e.g. acting out what we did on our trip last week</li> <li>▪ Use small world settings to narrate what has happened in the past and present</li> <li>▪ Use small world to 'play' with the past e.g. dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Role play unfamiliar situations e.g. events in the past such as a castle banquet</li> <li>▪ Create/make resources to add to role play e.g. drawbridge for a castle</li> <li>▪ Simple calendar to mark the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recording performances of role play e.g. the events leading up to the Great Fire of London</li> <li>▪ Creating own small world settings to represent the past – research what is needed</li> <li>▪ Using calendars/diaries to look back on what happened days/months ago</li> </ul>
<b>Investigation</b>	<ul style="list-style-type: none"> <li>▪ Explore objects from the past e.g. old phones, CD players etc</li> <li>▪ Looking at photos from the past e.g. baby photos</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use old objects/artefacts to create a simple timeline of changes over time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using non-fiction books and Internet searches to research what items are and how they were used in the past</li> </ul>