



Alston Lane Catholic Primary School and Nursery

History Progression of Skills

EYFS Progression (Development Matters 2022) – Understanding of the World

0-3 Years		3-4 Years		Reception		
Chronological Understanding	Year 1	Year 2	Year 3	Year 4	Year 5	
	<ul style="list-style-type: none">Make connections between the features of their family and other families.Notice differences between people.	<ul style="list-style-type: none">Begin to make sense of their own life-story and family's history.Show interest in different occupations.Continue developing positive attitudes about the differences between people.	<ul style="list-style-type: none">Talk about members of their immediate family and community.Comment on images of familiar situations in the past.Compare and contrast characters from stories including figures from the past. <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through settings, characters and events encountered in books read in class and storytelling.			
Events, People and Changes	<ul style="list-style-type: none">Retell an event that has happened to them in the past.Recognise and talk about objects from the past.Identify some differences and similarities between ways of life in different times.	<ul style="list-style-type: none">Order and sequence events and/or objects in chronological order.Understand how their lives are different to life in the past.Find similarities between their lives and the lives of others in the past.	<ul style="list-style-type: none">Place events from the period being studied on a timeline.Use some dates and historical terms from the period when ordering events/objects.Sequence several events or artifacts giving reasons for your choices.	<ul style="list-style-type: none">Place the time period being studied on a timeline in relation to previous studies.Use dates and historical terms from the period when ordering events/objects.Start to identify where people and events fit into the chronological framework.	<ul style="list-style-type: none">Create a timeline to show the time period being studied in relation previous studies.Identify where periods of time fit into the chronological framework using historical terms.Make comparisons between different periods in history.	<ul style="list-style-type: none">Create a timeline to show a chronologically secure knowledge of the time periods studied.Use relevant dates and a wide range of historical terms when sequencing events and periods of time studied.Analyse links and contrasts across different periods of time.

Interpretation, Enquiry and using sources	<p>Read stories to understand the difference between fact and fiction.</p> <p>Compare adults talking about their past and think about how reliable their memories are.</p> <p>Use sources (photos, artefacts, memorials, people) to answer simple questions about the past</p>	<p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Use stories and other sources to show what they know about significant people and events.</p> <p>Recognise some basic reasons why people in the past behaved as they did.</p> <p>Think about why things change over time.</p>	<p>Use sources to answer historically valid questions.</p> <p>Understand that our knowledge of the past is formed from different sources of evidence.</p> <p>Recognise that different versions of past events may exist.</p> <p>Identify and give reasons for the different ways in which the past is represented.</p>	<p>Use sources to address historically valid questions and hypotheses.</p> <p>Recognise how sources of evidence are used to make historical claims and begin to evaluate the usefulness of different sources.</p> <p>Recognise why some events happened and what happened as a result</p> <p>Use relevant evidence to build up a picture of a past event or time period.</p>	<p>Use a wider range of sources as a basis for research to answer questions and evaluate a hypothesis.</p> <p>Recognise how our knowledge about the past is constructed from a range of sources.</p> <p>Evaluate sources and make simple inferences.</p> <p>Choose relevant sources of evidence to support particular lines of enquiry.</p> <p>Begin to identify primary and secondary sources.</p>	<p>Regularly discuss and sometimes devise historically valid questions and hypotheses.</p> <p>Give reasons for contrasting arguments and interpretations of the past.</p> <p>Describe the impact of historical events and changes.</p> <p>Recognise that some events, people and changes are judged as more significant than others.</p> <p>Recognise primary and secondary sources.</p>
Communication	<p>Describe special or significant events.</p> <p>Retell (via drawings, writing, role-play, making models and ICT) simple stories and events from the past.</p> <p>Use simple historical terms.</p>	<p>Talk about what/who was significant in simple historical accounts.</p> <p>Demonstrated simple historical concepts and events through role-play, drawing, writing, making models and ICT.</p> <p>Use a variety of simple historical terms and concepts.</p>	<p>Discuss some historical events, issues, connections and change.</p> <p>Select and organise historical information to present in a variety of ways including via role-play, drawings, writing, making models and ICT.</p> <p>Use the relevant historical terms and vocabulary linked to chronology.</p>	<p>Discuss significant aspects of, and connections between, different historical events.</p> <p>Select and organise relevant historical information and present in a range of ways.</p> <p>Use relevant and appropriate historical terms and vocabulary linked to chronology.</p>	<p>Discuss and debate historical issues.</p> <p>Use appropriate vocabulary when discussing and describing historical events.</p> <p>Use relevant dates and historical terms when formulating responses to questions.</p> <p>Choose relevant ways to communicate historical findings.</p>	<p>Discuss and debate historical issues, acknowledging contrasting evidence and opinions.</p> <p>Use appropriate vocabulary when discussing, describing and explaining historical events.</p> <p>Select and organise information to produce structured work, making appropriate use of dates and historical terms.</p> <p>Choose the most appropriate way of communicating different historical findings.</p>
Key Vocabulary	<p>old, new, past, now</p> <p>World war, remember, memories, poppy, army, wreath, war memorial, photo, christening, wedding, birthdays, funeral</p>	<p>old, new, past, now, a long time ago, in the past.</p> <p>West Indian, racism, equality, fairness, difference</p> <p>Battle of Hastings, King, Edward the Confessor, rebel, protect, Motte and Bailey Castles, William the Conqueror</p>	<p>past, present, after, before, then, now</p> <p>conquer, government, settlement, revolt, barbarians, Boudicca, army, empire, invasion</p> <p>pre-historic people, hunter-gathers, ice-age, agriculture, communities, exchange, trade, Stonehenge, fire, metalwork</p>	<p>BC, AC, timeline, dates, centuries.</p> <p>ancient, kingdoms, pharaohs, pyramids, tomb, monarchy, burial, empire, hieroglyphs</p> <p>cotton mills, industrial revolution, racism, slave trade, equality, human rights</p>	<p>Time period, decades, dates, Western World, Third World, Athenian, Spartan, Legacy, democracy, ancients, civilisation, Olympics.</p> <p>Conquer, invasion, settler, Sutton Hoo</p> <p>Rulers, number system, Non-European</p>	<p>Modern Day, ancient, chronological order, chronology</p> <p>Winston Churchill, Hitler, air raids, evacuees, Women's institute, rations, trenches, front line, propaganda, allies</p> <p>Racial prejudice, slaves, slave trade, inequality, protests, Black Life Matters, Human Rights</p> <p>Reputation, Invasion, inhabitants, parliament,</p>