



Sitwell Infant School

Progression in History

	Chronological understanding	Vocabulary
Foundation Stage children should...	• Talk about past and present events in my own life and in the lives of family members.	A long time ago
Year 1 children should...	• Sequence some events or 2 related objects in order. • Recognise the distinction between present and past in their own and other people's lives • Show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time. • Remember parts of stories and memories about the past.	Old, new, young, days, months
Year 2 children should...	• Recount changes in own life over time. • Show their developing sense of chronology by using terms concerned with the passing of time. • Place events and objects in order using a given scale, and by recognising that their own lives are different from the lives of people in the past. • Use past and present when telling others about an event.	Recently, before, after, now, later



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	Knowledge and understanding of past events, people and changes in the past	Vocabulary
Foundation Stage children should...	- Identify objects from the past, such as old toys. - Give examples of things that are different in my life from that of my grandparents when they were young.	Young, old, then, now
Year 1 children should...	Tell the difference between past and present in their own and other people's lives.	Past, present, then, now, important, event, change
Year 2 children should...	- Use information to describe the past - Use information to describe differences between then and now. - Recount main events from a significant in history. - Use evidence to explain reasons why people in the past acted as they did.	Significant, famous, past, present, evidence, reason, event, change, period



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	Historical interpretation	Vocabulary
Foundation Stage children should...	Ask questions about books and pictures and things around me.	Why? Who? What? Where?
Year 1 children should...	Begin to identify and recount some details from the past from sources (e.g. pictures, stories).	Same, different, old, new, source
Year 2 children should...	- Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). - Understand why some people in the past did things.	Similar, differing, primary source, secondary source, artefact



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	Historical enquiry	Vocabulary
Foundation Stage children should...	• Ask and answer questions about old and new objects. • Spot old and new things in a picture. • Give a plausible explanation about what an object was used for in the past.	Same, not the same, different, old, new
Year 1 children should...	• Find answers to simple questions about the past from sources of information (e.g. pictures, stories). • Find answers to some simple questions about the past from simple sources of information. • Describe some simple similarities and differences between artefacts. • Sort artefacts from 'then' and 'now'. • Ask relevant basic questions about the past.	Why? How? Who? When? What? Same, different, past, then, present, now
Year 2 children should...	• Look carefully at pictures or objects to find information about the past. • Estimate the ages of people by studying and describing their features. • Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' • Ask and answer questions, choosing and using parts of stories and other sources to show what they know and understand of key features of events.	Why? How? Who? When? What?



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Organisation and communication

Foundation Stage children should...	• Show knowledge and understanding about the past in different ways (e.g. role play/talking).
Year 1 children should...	• Begin to describe objects, people and events. • Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing and talking).
Year 2 children should...	• Describe objects, people and events. • Write own date of birth. • Write simple stories and recounts (or a different genre of writing) about the past. • Draw labelled diagrams and writes about them to tell others about people, events and objects from the past.