



Whitestone Infant School

Progression of skills in History



Area of study	Reception Understanding the World	Year 1	Year 2
Chronological Understanding	<ul style="list-style-type: none">• <u>Range 5</u>• Understand that things change over time.• <u>Range 6</u>• Talk about past events in my life and the lives of my family members.	<ul style="list-style-type: none">• Understand the difference between things that happened in the past and the present.• Know about things that happened to me in the past.• Know some things that happened to other people in the past.• Understand how to put a few events or objects in order of when they happened.• Say when my birthday is.• Use time lines to order events or objects.	<ul style="list-style-type: none">• Recount changes in my own life over time.• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.• Use time lines to place an event or a significant person.
Relate common words and phrases to the passage of time	<ul style="list-style-type: none">• Use words and phrases such as: old and new, long ago, now and then.	<ul style="list-style-type: none">• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.	<ul style="list-style-type: none">• Understand and use the words past and present when telling others about an event.• Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.
Recognise why people did things, why events happened and what happened as a result. Identify differences between ways of life at different times.	<ul style="list-style-type: none">• Sort objects into old and new	<ul style="list-style-type: none">• Say why people may have acted as they did.• Sort events or objects into groups (then and now.)• Write in sentences things found out about the past.	<ul style="list-style-type: none">• Recount the main events from a significant event in history (giving some interesting details.)• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.• Use information found out about the past to describe the differences between then and now.

		<ul style="list-style-type: none"> • Draw pictures and write about them to tell others about the past. • Tell stories about the past (sometimes using role-play.) 	<ul style="list-style-type: none"> • Describe objects, people or events (From the time of) ... (significant person or event) • Tell stories about the past using story writing skills. • Draw labelled diagrams and write about them to tell others about people, objects or events from the past.ⁱ
Find out about the past from a range of sources of information.	<u>Range 6</u> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books. • Comment on images of familiar situations from the past. 	<ul style="list-style-type: none"> • Look at books to help find out about the past. • Have listened to stories about the past. • Have found out some facts about people long ago. • Have found out some facts about events that happened long ago. 	<ul style="list-style-type: none"> • Used information to describe the past. • Used a variety of sources to find information about the past (stories, eye witness accounts, pictures, visits to a museum/ historical site)
Key Vocabulary/Phrases	Time, old and new, long ago, now and then, yesterday, last week, at the weekend, this morning, last night, the past, now	Past/today, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, in thetimes, modern, , artefact	Past, present, future, recently, when my parents/carers were children, decade, century, chronological order, era/ period, famous, significant, modern, ancient, artefact, old fashioned, long term, short term, timeline, time scale, 'beyond living memory