

Progression Map for: History skills FS and KS1

	FS	Year 1	Year 2
Chronological understanding	I can describe differences between myself as a baby and as I am now.	I know that images from nursery rhymes or stories are not from nowadays by referencing some period detail, eg: clothes, objects no longer used.	I can recount changes in my own life over time.
	I can sequence images of myself as a baby, toddler and infant.	I can use simple timelines to sequence processes, events and objects within their own experience, e.g. stages of washday, something very old, old and new	I can sequence parts of more complex story where action takes place over a long period of time, eg: realises that Florence's life can be divided into phases – before she went into nursing, when she was at the Crimea, the long period afterwards.
	I can sort pictures and objects, matching them to babies, children and adults.	I understand and use common words related to the passing of time: 'in the past', 'the olden days', 'not nowadays', 'a long time ago'	I realise that we use dates to describe events in time, eg: 1666 for the Great Fire of London
	I can use the terms 'old' and 'new', before and now.	I use the terms 'then' and 'now' correctly and am comfortable with the term 'the past'	I can use phrases such as 'over 300 years ago' in my writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time)
	I know that simple stories have a beginning, a middle and an end and can correctly sequence three episodes of a simple fiction story/rhyme.	I can sequence events by time, eg lunchtime at 12'o'clock or when in the year Bonfire Night occurs.	I can describe change over time using appropriate words and phrases to suggest the more distant past, e.g. in Victorian times.
	I use language such as today, yesterday, tomorrow, last week	I know some things happened to other people in the past.	I can use the words and phrases such as: recently, decades and centuries.
		I can use language such as when I was younger, a long time ago, a very long time ago, before I was born, when my parents were born.	

	FS	Year 1	Year 2
Knowledge and understanding of past events, people and changes in the past	I understand that an event happened a long time ago eg The dinosaurs were wiped out.	I have found out some facts about people long ago (before living memory)	I have used information to describe the past.
	I can show interest in the past by asking my grandparents or older family members what life was like when they were little.	I have found out some facts about events that happened a long time ago.	. I can use information I have found to describe the difference between then and now.
	I can remember some key information about a significant event such as the Gunpowder Plot.	I can say why people may have acted as they did.	I can look at evidence to give and explain reasons why people in the past may have acted in the way they did
			I can recount the main events from a significant event in history.
			I can spot significant differences, about how life is now and how it was eg: what classrooms and lessons were like, or grasp that Guy Fawkes would not fax or phone his conspirator friends

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Historical interpretation	Know that a familiar event, like a birthday, can be represented in different ways, e.g. a photograph, a video and memories	I have looked at books and objects to help me learn about the past.	Realises that not all sources of information answer the same questions, e.g: by comparing what Pepys' diary tells us about people escaping from the fire with a contemporary painting.
	I can begin to understand that we have different views of familiar events, eg: first day at school.	I have listened to stories about the past and visited an Historical site. Eg Conisborough Castle	Can see that not all written accounts in the library books give exactly the same reasons for something, e.g. why the Great Fire spread so quickly
	I have listened to stories about the past.	Can see that there are different versions of real historical situations, eg: different written, spoken and pictorial versions of The Great Fire of London.	Understand that people can disagree about what happened in the past without one of them being wrong.
		Can spot differences between versions, e.g they see that pictures in books vary in how they depict details. For example: what Florence Nightingale's lamp looked like – 'it's different from the one on the Magic Grandad video, Miss'	Understands that it is not always possible to know for sure what happened. People have to use their imagination to reconstruct some events

			I have looked at a range of different sources and objects, visited an historical site eg Conisborough Castle.
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Historical Enquiry	Can find an answer to a question by looking at a simple picture	I can explain how we know what we were like when we were younger, eg: photographs, video, parents or grandparents telling stories.	Realises that we can find out about a person's life by using a range of sources, such as letters, as well as books
	Can say whether a picture is of a baby or a toddler and explain why	I can make deductions about artefacts, spotting clues to function and use.	Can ask simple, but relevant, questions of the teacher in the role of, for example, Florence Nightingale or the Wright brothers.
	Can point to familiar images in pictures of themselves and their own family	I can consult and use information from two simple sources to find information, eg: 'how can we tell this teddy is old? Because it looks like the one in the book'	. Children are able to gather ideas from a few simple sources when building up their understanding, e.g: of why the Great Fire spread so quickly.
	Can describe the main features of an artefact	I can find answers to questions about objects by looking in books	Children spot the differences between sources and come to a conclusion as to the most common view.
		I can draw simple conclusions about their own lives and others around them by reference to clues in evidence, e.g: 'I know this is a picture of me when I was three because there are three candles on the cake';	I estimate the ages of people (younger or older) by studying and describing their features.
		I answer questions about events using before and after to describe when something happened.	I ask "What was it like for people in the past?" and use information to help me answer.
		I look at objects from the past and ask "what was it used for?" and try to find out.	I ask how long ago an event happened and try to work it out (using language such as a little while ago, a very long time ago.)
		I look at pictures from the past and ask "what were people doing?"	

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Cause and consequence	I can explain why one character in a simple story took the action he or she did.	I can give simple consequences of somebody's actions, e.g. 'because of the things Florence Nightingale did, soldiers got better and hospitals were cleaner'	I can give a few reasons for more complex human actions, e.g. why someone might want to do something unusual or for the first time or where there is no modern equivalent. •
	I can explain why they took the action they did when discussing 'myself'	I can give clear explanation of an important event, offering two or three reasons why an event took place, eg: why the Great Fire spread so quickly	I can give a few consequences of events/people's actions, e.g. giving a convincing explanation of 'why we remember Florence Nightingale'. It
	I can give a simple reason why a real person acted as they did in a historical situation,		I can look at evidence to give and explain reasons why people in the past may have acted in the way they did.

	FS	Year 1	Year 2
Organisation and communication	Can talk about pictures of themselves using appropriate vocabulary, eg: 'when I was a baby ... '.	I can sort events or objects into groups (then and now)	I can describe objects, people or events
	Will write simple captions or sentence to describe an object or event e.g. an old teddy	I use time lines to order events or objects	I can use time lines to order events or objects
	Can write four or five captions, possibly using connectives, to show the sequence of an event.	.I tell stories about the past	I can use time lines to place an event or significant person
		I write sentences about things I have found out about the past.	. I tell stories about the past using my story writing skills.
		I draw pictures and write about them to tell others about the past	I draw labelled diagrams and write about them to tell others about people, objects or events from the past.