



**History Knowledge/skills progression**

	<b>EYFS</b>	<b>Year One</b>	<b>Year Two</b>
<i><b>Chronology</b></i>	<p>To begin to compare two events, within living memory, saying which one happened first.</p> <p>To see a timeline.</p> <p>To begin to make simple links between areas of study.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>To compare two events, within living memory, saying which one happened first.</p> <p>To begin to understand timelines.</p> <p>To make simple links between areas of study.</p>	<p>To order events I have learnt about from furthest most recent.</p> <p>To draw timelines.</p> <p>To make some comparisons between areas of study, identifying some similarities and differences between them.</p>
<i><b>Historical Enquiry</b></i>	<p>To begin to use names and places that link to areas of study.</p> <p>To use simple words and phrases to indicate periods of time e.g. old, new.</p>	<p>To use names and places that link to areas of study.</p> <p>To use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago.</p>	<p>To use names and words specific to areas of study.</p> <p>To show an awareness of the past, using common words and phrases relating to the passing of time e.g. a long time ago, ancient.</p>

<i>Questions</i>	To begin to answer questions verbally related to an area of study.	To ask and answer relevant basic questions about the past.	To ask and answer questions, choosing and using parts of stories and other sources.  To sometimes justify my answers using sources or stories.
<i>Knowledge</i>	To begin to remember key events about the areas I have studied.	To remember some key events and sort historical objects from 'then' and 'now'.	To remember key events about the areas I have studied and describe changes within living memory and aspects of change in national life.  To speak about how I have found out about the past. To know that historical information can be found in books.

History Website copy

## EYFS

Begin to compare two events, within living memory, saying which one happened first.

Know what a timeline looks like

Begin to make simple links between areas of study.

Talk about past and present events in their own lives and in the lives of family members.

Begin to use names and places that link to areas of study.

Use simple words and phrases to indicate periods of time e.g. old, new.

Begin to answer questions verbally related to an area of study.

Starting to remember key events about the areas I have studied.

## Year 1

Compare two events, within living memory, saying which one happened first.

Begin to understand timelines.

Make simple links between areas of study.

Use names and places that link to areas of study.

Use simple words and phrases with increasing accuracy to indicate periods of time e.g. a long time ago.

Ask and answer relevant basic questions about the past.

Remember some key events and sort historical objects from 'then' and 'now'.

## Year 2

Order events I have learnt about from furthest away to most recent.

Draw timelines.

Make some comparisons between areas of study, identifying some similarities and differences between them.

Use names and words specific to areas of study.

Show an awareness of the past, using common words and phrases relating to the passing of time e.g. a long time ago, ancient.

Ask and answer questions, choosing and using parts of stories and other sources.

Begin to justify my answers using sources or stories.

Remember key events about the areas I have studied and describe changes within living memory and aspects of change in national life.

Speak about how I have found out about the past.

Find historical information in books and online sources