



Progression Map: History (Places and People)



KS1 National Curriculum	EYFS (Understanding the world statements – past and present)	Year 1	Year 2
<p>Chronological Understanding</p> <p>NC - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>A Historian can begin to make sense of their own life-story and family’s history.</p>	<p>A Historian can sequence events in their life, sequence 3 / 4 artefacts from distinctly different periods of time.</p> <p>A Historian can place events in context of living memory and ‘long ago’</p> <p>A Historian can develop an awareness of national events Identifying similarities and differences from objects past and present.</p>	<p>A Historian can sequence events in context of living and beyond living memory.</p> <p>A Historian can put objects and events in chronological order (on a given timeline), and give simple reasons to explain decisions.</p> <p>A Historian can identify and describe similarities and differences between ways of life in different periods.</p>
<p>Knowledge and understanding of the past, events and people</p> <p>NC - They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>A Historian can compare and contrast characters from stories, including figures from the past.</p> <p>A Historian can talk about the lives of people around them and their roles in society</p> <p>A Historian can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>A Historian can tell the difference between past and present in their own life.</p> <p>A Historian can know and recount episodes from stories about the past.</p>	<p>A Historian can describe differences between now and then.</p> <p>A Historian can describe the past and recount main events from a significant period in history.</p>

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<p>Historical Enquiry</p> <p>NC - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>A Historian can understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>A Historian can ask questions to find out more and to check they understand what has been said to them. (CL Reception)</p>	<p>A Historian can find answers to simple questions about the past from sources of information, e.g. pictures and stories.</p>	<p>A Historian can look carefully at different sources (pictures, stories and objects) to ask and answer questions about the past.</p> <p>Examples: Ask and answer questions such as:</p> <ul style="list-style-type: none"> • What was it like for a...? • What happened in the past? • How long ago did ... happen?
<p>Historical Interpretation</p> <p>NC - They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>A Historian can comment on images of familiar situations in the past.</p> <p>A Historian can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (S ELG)</p>	<p>A Historian can begin find out about the past using:</p> <ul style="list-style-type: none"> • Recounts • Pictures / Photographs • Stories • Objects • Visits 	<p>A Historian can find out about the past using:</p> <ul style="list-style-type: none"> • Recounts / Diary Entries • Pictures / Photographs • Stories • Objects • Visits • Internet • Books
<p>Organisation and Communication</p> <p>NC - They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>A Historian can know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>A Historian can understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>A Historian can show knowledge and understanding about the past in different ways (e.g. role play, drawing, talking and writing)</p>	<p>A Historian can describe events.</p> <p>A Historian can draw labelled diagrams and write about them to tell others about people, events and objects from the past.</p>

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<p>Vocabulary</p> <p>NC - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>NC- They should use a wide vocabulary of everyday historical terms.</p>	<p>A Historian can use topic specific words when communicating about the past and present</p> <p>Then and now, long ago, change, past, older, younger, years ago</p> <p>King, Queen, palace, castle,</p> <p>Princess, Dinosaur topic extinct, not living</p>	<p>A Historian can talk about their own and other people’s past events within living memory, using common words to describe the passing of time. E.g. <i>Then and now, long ago</i>, recently, <i>younger, older, years ago</i>, lifetime, artefact, event, <i>past</i>, present, living memory, beyond living memory, timeline, compare</p> <p>A Historian can use topic specific words when communicating about the past and present.</p> <p><i>Changes in Living Memory:</i> Change, oral history</p> <p><i>Explorers:</i> Explorer, exploration, voyage, expedition, discovery, King,</p> <p><i>Local history study (Cedars Park)</i> Artefact, event, source, war, King, palace, manor, Queen, reign, Queen, local, significance,</p>	<p>A Historian can talk about their own and other people’s past events within and beyond living memory, using more specific terms to describe the passing of time. E.g. In the past, chronology, century, recent, before I was born, before my grandparents’ were born.</p> <p>A Historian can use topic specific words when communicating, writing about the past and present and be able to explain their meaning.</p> <p><i>Gunpowder Plot:</i> King, parliament, plot, treason, significance, government, ruled</p> <p><i>London’s Burning:</i> Artefact, event, source,</p> <p><i>Nurturing Nurses:</i> War, significance, similar, different, government, discrimination</p>