



History Progression of Skills

Year group	Chronological understanding	Interpreting sources	Enquiring about the past	Comparing	Synthesising knowledge
Little Apples	Begin to make sense of their own life-story and family's history	Talk about what they see, using a wide vocabulary.	Ask questions about a book. Makes comments and shares their own ideas. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Books used: Flip Flap Dinosaurs – Axel Sheffler The Great Pet Sale – Mick Inkpen	Make connections between the features of their family and other families. Books used: My New Baby – Rachel Fuller This is Our House – Michael Rosen	Talk about families and people close to them.
Reception	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Comment	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Talk about the lives of the people around them and their roles in society.

	<p>Books used: Once There Were Giants – Martin Waddell Katie and the Sunflowers – James Mayhew</p>	<p>on images of familiar situations in the past.</p> <p>Images: Gustav Holst Planets, Videos of performers in music such as Earth Wind and Fire, Sister Sledge, Madness</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Books used: Traditional Tales The Story Orchestra – Jessica Courtney Tickle Little People – Big Dreams Neil Armstrong</p>	<p>Books used: Peepo – Janet and Allan Ahlberg Alfie Gets in First – Shirley Hughes</p> <p>Traditional Tales linked to Grimm Fairy Tales</p>	
KS1	<p>Understand the difference between things that happened in the past and the present.</p> <p>With support, order events from a unit on a timeline.</p> <p>Use words and phrases such as: now, yesterday, last week, a long time ago, before I was born, when my parents were young.</p> <p>Use a timeline to place important events.</p>	<p>Begin to identify different ways the past is represented (photos, pictures, artefacts, stories...)</p> <p>Compare two versions of past events.</p> <p>Identify ways that the past is represented, inc. eyewitness.</p>	<p>Ask and answer simple questions about photos, pictures, artefacts, stories.</p> <p>Use a wide range of information to ask and answer questions about the past based on simple observations about sources.</p>	<p>Talk about simple similarities/differences between life at different times</p> <p>Sort artefacts into past and present</p> <p>Talk about similarities and differences between the ways of life in different periods.</p>	<p>Use simple terms to talk about passing of time</p> <p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT.</p> <hr/> <p>Use simple terms to talk about passing of time.</p> <p>Communicate knowledge through discussion, drawing, drama, making models, writing and ICT.</p>

	<p>Sequence artefacts closer together in time</p> <p>Sequence photos and recount changes from different periods of their life.</p>				
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