**Race Leys Infant School: History Skills Progression **

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| **Area** | **Skills** | **EYFS** | **Year 1** | **Year 2** |
| **Chronology** | **Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time** | I can sequence two events in their own life.  I can talk about an event from my recent past and how I have changed.  I can begin to recognise different times, e.g. seasons, days of the week and months.  I can make a simple timeline of the seasons. | I can sequence 3 events in my own life, noticing how I’ve changed.  I can match artefacts to people of different ages.  I can sequence 3 artefacts from different periods of time (starting to give reasons).  I can sequence 3 events (starting to give reasons).  I can label simple timelines with artefacts, people and pictures.  I recognise that stories I hear may have happened a long time ago. | I can sequence events or artefacts on a timeline, giving reasons for my order  I can sequence events about the life of a significant person.  Label and make links between events on a timeline. |
| **They should use a wide vocabulary of everyday historical terms.** | I can use everyday words such as *before, after, now, next, soon, day, week, month, season, artefact* | I can use everyday words and phrases such as *old, new and a long time ago, now, later, past, present, yesterday, tomorrow, fact, fiction, artefact* | I can use phrases to make comparisons such as *before I was born, when I was younger, before, after, past, present, then, now, source, significant, artefacts*  I can begin to understand the term *Parliament* |
| **Range and Depth of historical knowledge** | **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.** | I can begin to understand a range of different celebrations. | I can recognise the difference between past and present in my own life.  I can give a plausible explanation about what an artefact was used for in the past.  I understand/can describe what a famous person did.  I understand that we celebrate/commemorate certain events because of what happened many years ago.  I can recognise the difference between past and present in others’ lives.  I can describe a historical event that happened years ago.  I can begin to recognise why events happened.  I can identify the difference between old and new.  Identify artefacts from the past, such as vinyl records. | I can compare aspects of life for two significant people from two periods of time.  I can compare pictures/photos of people in the past.  I can recognise why an event happened and what happened as a result.  I can explain how our local area was different in the past  I can recount the life of a significant person, what they did and why they did it (and what happened as a result).  I can identify differences between ways of life at different times. |
| **Interpretations of History** | **They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.** |  | I understand the difference between fact and fiction. | I can compare two versions of a past event.  I can begin to discuss the effectiveness of sources. |
| **Historical Enquiry** | **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.** | I can use photos to discuss what I did earlier in the year. | I can ask questions about the past from artefacts or pictures.  I can ask and answer questions about the past.  I can use pictures, stories, artefacts, books, videos, photos, internet | I can research the life of a significant person from the past using different sources  I can research about a significant event using different sources  I can name at least two different ways they can find out about the past.  Begin to discuss the effectiveness of sources.  Pictures, stories, newspapers, artefacts, books, videos, documents, internet |

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| **Content** | **EYFS** | | **Year 1** | **Year 2** |
| Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | | All about Me | Transport  Toys |  |
| Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | | Diwali, Christmas, Birthdays, Harvest, Easter, Bonfire Night, Chinese New Year | The Great Fire of London  Remembrance Day | The Gunpowder Plot  Remembrance Day |
| The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | | - | Samuel Pepys  James Starley | Explorers: Christopher Columbus, Ernest Shackleton, Felicity Aston  Medicine: Mary Seacole, Florence Nightingale and Edith Cavell |
| Significant historical events, people and places in their own locality. | | - | Our School | Kenilworth and Warwick castles |

A close up of a logo

Description automatically generated **Race Leys Infant School History Long term plan- Visits**

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| **EYFS** | **Year 1** | **Year 2** |
|  | Great Fire of London Fire visit | Guy Fawkes theatre company  Local area visit- Nicholas Chamberlaine, Almshouses  School experience day |