



SOUTH WOOTTON INFANT SCHOOL

History Progression

	EYFS	YEAR 1	YEAR 2
Investigating and interpreting evidence	<ul style="list-style-type: none"> Looking at and handling photos and artefacts of them and members of their family as babies 	<ul style="list-style-type: none"> Recognising objects as being old or new observing these to find answers to simple questions <i>Mary Anning</i> 	<ul style="list-style-type: none"> Recognising what is evidence and research using evidence from books and the internet <i>(Guy Fawkes and the Gunpowder Plot)</i>
	<ul style="list-style-type: none"> Comparing toys from theirs and their family's childhoods Asking simple questions about the past 	<ul style="list-style-type: none"> Asking and answering questions on objects old and new Suggesting and explaining what an object from the past might be used for 	<ul style="list-style-type: none"> Interpreting and explaining evidence Sourcing and selecting evidence reasoning as to how it can be used to find out about the past Using stories and accounts to distinguish between fact and fiction <i>(British History)</i>
Connections in (World) History	<ul style="list-style-type: none"> Comparing similarities and differences in their personal history and in that of others in the class and their family Recognising some similarities and differences between the past and the present 	<ul style="list-style-type: none"> Comparing life then and now Identifying similarities and differences in ways of life in different periods 	<ul style="list-style-type: none"> Recognising how our lives today have been shaped by events and people from the past <i>(Florence Nightingale)</i> Knowing and recounting episodes from stories and significant events in history <i>(Guy Fawkes and the Gunpowder Plot)</i> Describing significant individuals from the past <i>(Vancouver/Captain Scott)</i>
		<ul style="list-style-type: none"> Questioning why and how life is different now from in the past 	<ul style="list-style-type: none"> Learning about British explorers and their impact on the wider world <i>(Vancouver/Captain Scott)</i> Understanding that there are

			reasons why people in the past acted as they did
		<ul style="list-style-type: none"> Explaining how we have better lives today. 	<ul style="list-style-type: none"> Comparing two versions of a historical event recognising some of history is based on real information and some on historical 'tales'
Chronology (Time line)	<ul style="list-style-type: none"> Describe memories and changes that have happened in their own lives Gain a sense of the passing of time their own self growing older, past/present 	<ul style="list-style-type: none"> Creating a timeline of an historical event in block of days (<i>The Great Fire of London</i>) 	<ul style="list-style-type: none"> Sequence artefacts and events that are close together in time Creating a timeline in 10's (years) (<i>Seaside Holidays in past</i>)
	<ul style="list-style-type: none"> Recognising there are differences between their lives now and that of their previous generations when their age 	<ul style="list-style-type: none"> Sequence pictures from different periods Creating a timeline in blocks to show periods of time 	<ul style="list-style-type: none"> Order dates from earliest to latest on simple timeline Making own timeline in 100's (years)
		<ul style="list-style-type: none"> Introducing a timeline in 100's (years) 	<ul style="list-style-type: none"> Plotting events on a timeline
Historical Communication (Vocabulary)	<ul style="list-style-type: none"> Talk about their life and how they have changed <p>Vocabulary: baby, toddler, young child, teenager, adolescent, young adult, older adult, old person, photographs, today, tomorrow, yesterday, past, present</p>	<ul style="list-style-type: none"> Talk about old/new and the passing of time then/now <p>Vocabulary: old, new, newest, oldest, before, after, then, now, past, present, future, a long time ago, earliest, latest, young, days, months, years, pictures, photographs, artefacts</p>	<ul style="list-style-type: none"> Reasoning Making connections Using in context <p>Vocabulary: recently, before, after, then, now, later, earliest, latest, past, present, a long time ago, modern, evidence, real, fact, eye-witness accounts, pictures, photographs, artefacts, buildings, internet, evidence, sources, passing of time, monarch, parliament,</p>

			government, war, remembrance
Organisation and communication	Shows an awareness of the passing of time and changes in their lives and members of their family's: <ul style="list-style-type: none"> • Talking • Looking at and talking about pictures • Drawings • Orally recall stories 	Shows knowledge and understanding about the past in different ways: <ul style="list-style-type: none"> • Role play • Drawing • Writing • Talking • Observing and handling objects • Orally recall stories 	Describes objects, people and events: <ul style="list-style-type: none"> • Talking/discussing • Role play • Drawing • Writing • Timelines • Flow diagrams • Captions/labels/charts/tables • Observing and handling objects