

Skills Progression

	2 year olds	3/4 year olds	Reception	Year 1	Year 2
Chronology	<p>Celebrate birthdays</p> <p>Talk about family events</p>	<p>Understand yesterday, today and tomorrow</p>	<p>Understand 'the future' as something that will happen</p> <p>Understand the past as already happened</p> <p>Talk about past and present events in own lives and in the lives of family members.</p>	<p>Recognise the distinction between past and present.</p> <p>Order and sequence some familiar events and objects.</p> <p>Identify some similarities and differences between ways of life at different times.</p> <p>Use some terms about the passing of time correctly.</p>	<p>Order and sequence events and objects.</p> <p>Recognise that their own lives are similar and / or different from the lives of people in the past.</p> <p>Use common words and phrases concerned with the passing of time correctly.</p>
Understanding past events	<p>Sharing stories</p> <p>Talk about family events</p>	<p>Sharing stories set in the past</p>	<p>Sharing stories set in the past</p> <p>Tell a story of what they did over half term</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Recognise the difference between the past and present in their own and others' lives.</p> <p>To know and recount episodes from stories about the past.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Identify similarities and differences between ways of life at different times.</p>
Historical Interpretation	<p>Describe what they can see in story books.</p>	<p>Describe what they can see in pictures</p>	<p>Children know about similarities and differences between themselves and others.</p>	<p>Make simple observations about different people, events, beliefs 'and communities.</p>	<p>Compare two versions of a past event.</p>

	<p>Answer what questions</p> <p>Answer who questions</p>	<p>Describe events in family life</p> <p>Understand why questions</p>		<p>Uses stories to encourage children to distinguish between fact and fiction.</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare pictures or photographs of people or events in the past.</p> <p>Discuss reliability of photographs / accounts / stories</p> <p>Recognise some basic reasons why people in the past acted as they did.</p>
Historical Enquiry	<p>Answer simple questions about family life</p> <p>Begin to ask questions</p>	<p>Answer simple questions about stories</p> <p>Ask simple questions</p>	<p>Use images to talk about changes from the past.</p> <p>Children talk about past and present events in their own lives and in the lives of family members</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Use sources to answer simple questions about the past.</p> <p>Choose parts of stories and other sources to show what they know about the past.</p> <p>Identify some of the basic ways in which the past can be represented.</p>	<p>Use a source – observe or handle sources to answer questions about the past based on simple observations.</p> <p>Ask and answer simple questions about the past through observing and handling a range of sources.</p> <p>Consider why things may change over time.</p> <p>Choose parts of stories and other sources to show what they know about significant people and events.</p>

Organisation and communication	<p>Talk about family life</p> <p>Role play</p>	<p>Use yesterday, today and tomorrow to organise thoughts</p> <p>Role play</p>	<p>Children talk about past and present events in their own lives and in the lives of family members</p> <p>Role play events from family life</p>	<p>Describe special or significant events.</p> <p>Retell simple stories or events from the past.</p> <p>Use simple historical terms.</p> <p>Communicate knowledge through: Discussion, Drawing pictures, Drama / roleplay Making models Writing Using computing</p>	<p>Talk about what / who was significant in simple historical accounts.</p> <p>Demonstrate simple historical concepts and events through roleplay, drawing and writing.</p> <p>Use a variety of historical terms and concepts.</p> <p>Communicate knowledge through: Discussion, Drawing pictures, Drama / roleplay Making models Writing Using computing</p>
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