



Green Lea First School History Skills Progression

'Learn, Explore, Achieve'

	Early Years	Year 1	Year 2	Year 3	Year 4
VOCABULARY	Talk about past and present in my own life and that of my family using common words - yesterday and today, then and now, before and after, old and new	Talk about mine and other peoples' past events and can use common words to describe the passing of time - today, tomorrow, yesterday, a long time ago, in the olden days, before, later and after.	Use more specific terms to describe the passing of time - when I was little, when my Grandad was little, before my Granny was born, more than a 100 years ago, recent.	Use specific historical vocabulary including terms and periods - AD, BC, modern, empire, military, ancient, civilisation.	Use specific historical vocabulary including terms, periods and dates - AD, BC, ancient, century, modern, decade, invasion, settlement, civilisation, culture, Roman, Anglo Saxon, Scots Viking, Stone Age, Neolithic, hunter gatherer, Bronze Age, Iron Age, specific dates e.g. 56BC.

<p>UNDERSTANDING -cause and consequence, continuity and change, similarity and difference</p>	<p>Compare objects, events and places, and describe them using chronological vocabulary.</p>	<p>Place three objects and three events in chronological order and communicate knowledge about older and newer objects and events.</p>	<p>Put five objects and five events in chronological order e.g. forms of transport, and give simple reasons to explain a decision.</p>	<p>Using a time line, categorise key features of specific time periods (people and events) and describe how they are different and similar to the present day.</p>	<p>Categorise key features of specific time periods (people and events) and describe how they are different and similar to the present day and other time periods e.g. Romans and Vikings.</p>
<p>REPRESENTATION AND INTERPRETATION</p>	<p>Answer how and why questions about experiences, stories, events and objects.</p>	<p>Recognise a historical source.</p>	<p>Identify some of the ways in which the past is represented differently e.g. paintings/diaries/photos.</p>	<p>Begin to know some of the ways in which the past is represented.</p>	<p>Know some of the ways in which the past is represented. Know there are different interpretations of the past. e.g two differing diary accounts of the same event.</p>
<p>USING SOURCES</p>		<p>Use at least 1 source of information to answer questions about the past through simple observations of the source.</p>	<p>Use 2 sources of information to answer questions about the past through simple observations of the sources.</p>	<p>Make deductions by using a sample (3) of sources to summarise an aspect of history by selecting information with some relevance to a question.</p>	<p>Use a variety of sources (3+) to summarise an aspect of history by selecting and organising information with some relevance to a question.</p>