

History Curriculum skills, vocabulary and progression map

HISTORY VOCABULARY			
OBJECTIVE	EYFS	YEAR 1	YEAR
H1 Changes within living memory where appropriate, these should be used to reveal aspects of change in National life.	Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new/recent, parent, grand parent, great grand parent, clue, memory, lifetime, calendar, who? What? Materials, plastic, remember	Year, decade, century, ancient, modern, long ago, timeline, modern, date order, similar, different, because, important, living memory, remembers, toys, materials, when? Where?	Chronological order, diary, Samuel Pepys, The Great Fire of London, St Paul's Cathedral, danger, rescue, letters, historians, research, memorial, evidence, websites, opinion, experts
H2 Events beyond living memory that are significant nationally or globally.		Spanish Armada, Battle of Hastings	The Great Fire of London, WW1
H3 The lives of significant individuals in the past who have contributed to National and International achievements		Sir Francis Drake, Pirate Blackbeard, Queen Elizabeth I	Thomas Farynor, Samuel Pepys, King Charles II, Sir Christopher Wren, John Smeaton,

H4 Significant historical events people and places in their locality.	Old, new, past, present, myself, family, relative, same, different, environment, home, tradition, celebration, groups, community	Sir Francis Drake, Plymouth, castles (moat, keep, battlements, garderobe, murder hole, portcullis, curtain wall) navigator, pirate ship, sail, cannon	John Smeaton, Plymouth landmarks, effects of WW1 in Plymouth
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HISTORY			
CHRONOLOGICAL UNDERSTANDING			
	EYFS	YEAR 1	YEAR 2
CHANGES WITHIN LIVING MEMORY. WERE APPROPRIATE, THESE SHOULD BE USED TO REVEAL ASPECTS OF CHANGE IN NATIONAL LIFE;	Focus on themselves and their family. Develop a sensitivity towards others. Know about their family traditions. Know about some different cultural traditions.	To put objects in chronological order. To be able to talk about things that happened when they were little. Sequence events in their life.	To be able to sequence a set of events during their lifetime in chronological order and give reasonable explanations for their order. Begin to use dates and recount events in their own lifetime over time.

			Sequence photographs from a different period in their lifetime.
EVENTS BEYOND LIVING MEMORY SIGNIFICANT, NATIONALLY OR GLOBALLY.		Remember parts of stories and memories about the past. Place events on a simple timeline.	To be able to sequence a set of events in chronological order and give reasonable explanations for their order. To use words like: past present, then and now accurately in historical context. Place events on a simple timeline, adding times previously studied.
TO KNOW ABOUT LIVES OF SIGNIFICANT INDIVIDUALS WHO HAVE CONTRIBUTED TO NATIONAL AND INTERNATIONAL ACHIEVEMENTS.		Remember parts of stories and memories about the past. To use words like: old, new, a long time ago.	To be able to use phrases like: before I was born, when I was younger. Place events on a simple timeline, adding times previously studied.

SIGNIFICANT HISTORICAL EVENTS, PEOPLE, PLACES AND IN THEIR LOCALITY		<p>To put objects in chronological order.</p> <p>To use words like: old, new, a long time ago.</p>	<p>To be able to sequence a set of events during their lifetime in chronological order and give reasonable explanations for their order.</p> <p>To use words like: past present, then and now accurately in historical context.</p> <p>Place events on a simple timeline, adding times previously studied.</p>
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HISTORY KNOWLEDGE AND INTERPRETATION		
	YEAR 1	YEAR 2
CHANGES WITHIN LIVING MEMORY. WERE APPROPRIATE, THESE SHOULD BE USED TO REVEAL ASPECTS OF CHANGE IN NATIONAL LIFE	<p>To explain the different between past and present in their lives and that of other children from a different time in history.</p> <p>Recognise the difference between past and present in their own life and the lives of others.</p>	<p>To give examples of things that are different in their life from that of their grandparents when they were young.</p> <p>To give examples of things that are different in their life from that of their grandparents when they were young.</p>

<p>EVENTS BEYOND LIVING MEMORY SIGNIFICANT, NATIONALLY OR GLOBALLY.</p>	<p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between lives at different times.</p> <p>Identify different ways that the past is represented (e.g. paintings, photos, artefacts, songs).</p> <p>Begins to identify and recount some details from the past from sources.</p>	<p>To relate some interesting facts from a historical event.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Identify ways the past is represented and discuss reliability of sources.</p> <p>Compare two versions of the past events.</p> <p>Use stories to encourage children to distinguish between fact and fiction and help them remember key historical facts.</p>
<p>TO KNOW ABOUT LIVES OF SIGNIFICANT INDIVIDUALS WHO HAVE CONTRIBUTED TO NATIONAL AND INTERNATIONAL ACHIEVEMENTS</p>	<p>To appreciate some famous people have helped our lives to be better today.</p> <p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Talk about simple similarities and differences between lives at different times.</p> <p>Identify different ways that the past is represented (e.g.</p>	<p>To recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later.</p> <p>To explain why Britain has a special history by naming some famous events and some famous people.</p> <p>Recognise why people did things, why events</p>

	<p>paintings, photos, artefacts, songs.</p> <p>Begins to identify and recount some details from the past from sources.</p> <p>Compare adults talking about their past – how reliable are their memories?</p>	<p>happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Identify ways the past is represented and discuss reliability of sources.</p> <p>Understand why some people in the past did things.</p> <p>Research the life of a famous Britain from the past using different sources to help them.</p>
<p>SIGNIFICANT HISTORICAL EVENTS, PEOPLE, PLACES AND IN THEIR LOCALITY</p>	<p>Recognise the difference between past and present in their own life and the lives of others.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Talk about simple similarities and differences between lives at different times.</p> <p>Give a plausible explanation about what an object was used for in the past.</p> <p>Compare adults talking about their past – how reliable are their memories?</p>	<p>To explain how the local areas was different in the past.</p> <p>Recognise why people did things, why events happened and what happened as a result.</p> <p>Know and recount episodes from stories about the past, knowing and understanding key events.</p> <p>Identify ways the past is represented and discuss reliability of sources.</p> <p>Understand why some people in the past did things.</p>

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HISTORY		
HISTORICAL ENQUIRY		
	YEAR 1	YEAR 2
CHANGES WITHIN LIVING MEMORY. WERE APPROPRIATE, THESE SHOULD BE USED TO REVEAL ASPECTS OF CHANGE IN NATIONAL LIFE	<p>To ask and answer questions about old and new objects.</p> <p>To spot old and new objects in a picture.</p> <p>Communicate understanding of the past in a variety of ways.</p>	<p>To find out something about the past by talking to an older person.</p> <p>To answer questions by using a specific a source, such as an information book.</p>
EVENTS BEYOND LIVING MEMORY SIGNIFICANT, NATIONALLY OR GLOBALLY.	<p>To give a plausible explanation about what an object was used for in the past.</p> <p>Understand some ways we find out about the past.</p> <p>Ask and begin to answer simple questions about events (e.g. when? What happened? Why? Who?)</p> <p>Finds answers to simple questions about the past from sources of information.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p>	<p>To research a famous British event and explain why it has been happening for some time.</p> <p>Ask and begin to answer questions about events (e.g. when? What happened? Why? Who?)</p> <p>Understand the ways we find out about the past.</p> <p>Look carefully at pictures of objects to find information about the past.</p> <p>Handle sources and evidence to ask and answer questions about the past on</p>

	<p>Communicate understanding of the past in a variety of ways.</p>	<p>the basis of simple observations.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p>
<p>TO KNOW ABOUT LIVES OF SIGNIFICANT INDIVIDUALS WHO HAVE CONTRIBUTED TO NATIONAL AND INTERNATIONAL ACHIEVEMENTS</p>	<p>Understand some ways we find out about the past.</p> <p>To answer questions using an artefact / photograph provided.</p> <p>Finds answers to simple questions about the past from sources of information.</p> <p>Communicate understanding of the past in a variety of ways.</p>	<p>To research the life of a famous Britain from the past using different resources.</p> <p>Understand the ways we find out about the past.</p> <p>Look carefully at pictures of objects to find information about the past.</p> <p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Communicate understanding of the past in a variety of ways.</p>
<p>SIGNIFICANT HISTORICAL EVENTS, PEOPLE,</p>	<p>Understand some ways we find out about the past.</p>	<p>To research the life of someone who used to live in their area using the</p>

**PLACES AND IN
THEIR LOCALITY**

Finds answers to simple questions about the past from sources of information. Communicate understanding of the past in a variety of ways.

internet and other sources and find out about them. Ask and begin to answer questions about events (e.g. when? What happened? Why? Who?)
Understand the ways we find out about the past. Look carefully at pictures of objects to find information about the past.
Handle sources and evidence to ask and answer questions about the past on the basis of simple observations.
Choose and use parts of stories and other sources to show understanding of events.
Communicate understanding of the past in a variety of ways.