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

## History Curriculum skills, vocabulary and progression map

H4	Old, new, past,	Sir Francis Drake,	John Smeaton,
Significant	present, myself,	Plymouth, castles	Plymouth
historical events	family, relative,	(moat, keep,	landmarks, effects
people and places	same, different,	battlements,	of WW1 in
in their locality.	environment,	garderobe,	Plymouth
	home, tradition,	murder hole,	
	celebration,	portcullis, curtain	
	groups,	wall) navigator,	
	community	pirate ship, sail,	
		cannon	

HISTORY				
	CHRONOLOGICAL UNDERSTANDING			
	EYFS	YEAR 1	YEAR 2	
CHANGES	Focus on	To put objects in	To be able to	
WITHIN LIVING	themselves and	chronological	sequence a set of	
MEMORY. WERE	their family.	order.	events during	
APPROPRIATE,	Develop a	To be able to talk	their lifetime in	
THESE SHOULD	sensitivity towards	about things that	chronological	
BE USED TO	others.	happened when	order and give	
REVEAL ASPECTS	Know about their	they were little.	reasonable	
OF CHANGE IN	family traditions.	Sequence events	explanations for	
NATIONAL LIFE;	Know about some	in their life.	their order.	
	different cultural		Begin to use	
	traditions.		dates and recount	
			events in their	
			own lifetime over	
			time.	

		Sequence
		photographs from
		a different period
		in their lifetime.
EVENTS BEYOND	Remember parts	To be able to
LIVING MEMORY	of stories and	sequence a set of
SIGNIFICANT,	memories about	events in
NATIONALLY OR	the past.	chronological
GLOBALLY.	Place events on a	order and give
	simple timeline.	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.
ΤΟ ΚΝΟΨ	Remember parts	To be able to use
ABOUT LIVES OF	of stories and	phrases like:
SIGNIFCANT	memories about	before I was born,
INDIVIDUALS	the past.	when I was
WHO HAVE	To use words like:	younger.
CONTRIBUTED	old, new, a long	Place events on a
TO NATIONAL	time ago.	simple timeline,
AND		adding times
INTERNATIONAL		previously studied.
ACHEIVEMENTS.		-
	1	1

SIGNIFICANT	To put objects in	To be able to
HISTORICAL	chronological	sequence a set of
EVENTS, PEOPLE,	order.	events during
PLACES AND IN	To use words like:	their lifetime in
THEIR LOCALITY	old, new, a long	chronological
	time ago.	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.

HISTORY				
	KNOWLEDGE AND INTERPRETATION			
	YEAR 1	YEAR 2		
CHANGES	To explain the different	To give examples of things		
WITHIN LIVING	between past and present in	that are different in their life		
MEMORY. WERE	their lives and that of other	from that of their		
APPROPRIATE,	children from a different	grandparents when they		
THESE SHOULD	time in history.	were young.		
BE USED TO	Recognise the difference	To give examples of things		
<b>REVEAL ASPECTS</b>	between past and present in	that are different in their life		
OF CHANGE IN	their own life and the lives	from that of their		
NATIONAL LIFE	of others.	grandparents when they		
		were young.		

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

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

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

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

PLACES AND IN	Finds answers to simple	internet and other sources
THEIR LOCALITY	questions about the past	and find out about them.
	from sources of information.	Ask and begin to answer
	Communicate understanding	questions about events (e.g.
	of the past in a variety of	when? What happened?
	ways.	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.