



Whitley Lodge First School – Progression Skills in HISTORY

	Living Memory	Beyond Living Memory	Important People	Local History	Key Opportunities
EYFS	<ul style="list-style-type: none"> - I can talk about events that have happened or are to happen in the future. (C&L) - I can talk about time (M) - I can talk about past and present events in my life and my family (UTW) - I can talk about how objects are similar and different (UTW) 				Learning Journals EYFS Journeys Birthday Walls Daily Timetables
	<p><u>Key Vocabulary</u></p> <p>Today, tomorrow, yesterday, now, next, after, before, then, this, day, week, month, year</p>				
Y1	<ul style="list-style-type: none"> - I can ask and answer relevant simple questions about the past. - I can put known events and objects in chronological order. - I can ask and answer questions about old and new objects. - I can answer questions about a given object or picture. - I can describe similarities and differences between objects or pictures. - I can make a sensible guess about the use of objects from the past. - I can explain why some objects were different in the past 				History Focus Topics: Cycle B Time Travellers (BLM / IP / LH) Are We Nearly There Yet? (IP) Location, Location, Location (ALL) History Focus Topics: Cycle B It's All About Me (LM) You've Been Framed (ALL) Reach For The Stars (IP/LH)
	<ul style="list-style-type: none"> - I can sequence events and talk about changes within my life. - I can explain how I have changed since I was born. - I can explain the differences between my life now and when I was younger. 	<ul style="list-style-type: none"> - I can explain how my life is different from the lives of children from the past. - I can use books, objects and pictures to find answers to some simple questions about the past. - I can give examples how life is different now compared to the past. 			
	<p><u>Key Vocabulary</u></p> <p>Young, old, new, past, days, months, recent, purpose, important, change</p>				
	<p>*To record what he/she has learned by drawing and writing.</p>				

Y2	<p>*To use a wide vocabulary of everyday historical terms. *To speak about how he/she has found out about the past. *To find out something about the past by talking to an older person *To answer questions by using specific source such as an informative book or website. *To know about a famous event that happens somewhere else in the world and why it has been happening for some time.</p>	<p>*To ask and answer questions such as What was it like for a...? What happened? How long ago?</p>	<p>- I can talk about the lives of important people in the past who have influenced our lives today. - I can compare lives of people at different times in the past. - I can recall key events, in order, from the past life of someone famous from Britain. - I can find out about the life of a famous person from the past using different resources. *To sequence events about the life of a famous person.</p>	<p>*To make comment on why people did things, why events happened and what happened as a result. *To research the life of someone who used to live in the area using internet and other sources to find out about them. *To explain how the local area was different in the past.</p>		
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary Key Vocabulary		
Y3	<p>*To use an increasing range of common words and phrases relating to the passing of time including century, decade, BC, AD</p>	<p>To use dates to place events, artefacts and historical figures on a timeline. To refer to more than one source of evidence for more accurate understanding of events.</p>	<p>To study two different accounts of the same event, exploring similarities and differences. To know that Britain has been invaded by several different groups over time.</p>	<p>To use 'information finding' skills in writing to help them write about historical information. To identify similarities and differences between given periods in history.</p>	<p>To know some of the lasting effects of an invasion of Britain.</p>	
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	
Y4	<p>* To place some historical periods in a chronological framework. * To plot recent history on a timeline using centuries. * To understand that changes occur over time and add evidence and dates to timeline to represent this.</p>	<p>* To use historic terms related to the period of study. * To use sources of information in ways that go beyond simple observations to answer questions about the past. *To explain how events from the past have helped shape our lives.</p>	<p>*To discuss what we can learn from some primary and secondary sources of information and evaluate their usefulness. *To use a variety of resources to find out about aspects of life in the past.</p>	<p>*To use a variety of resources to find out about aspects of life in the past. * To appreciate that the food people ate was different because of the availability of different sources of food. * To know some achievements of an early civilisation.</p>	<p>*To understand that sources can contradict each other. *To research two versions of an event and say how and why they differ. *To communicate his/her learning in an organised way, using appropriate terminology. *To ask a historically valid</p>	

					question about change.	
	Key Vocabulary					