

Skills	By the end of Nursery	By the end of Early Years
Chronology – sequencing events/objects; using chronological vocabulary	<ul style="list-style-type: none"> • Uses words such as now, next, today, yesterday • Talks about familiar routines in order • Begins to notice that things change over time 	<ul style="list-style-type: none"> • Uses words such as before, after, then, now, long ago • Sequences familiar events and stories • Understands that some things happened before they were born
Characteristic Features – of period/ person/ events studied	<ul style="list-style-type: none"> • Notices that some objects, toys or pictures look old or different • Recognises that homes, clothes or transport may have changed 	<ul style="list-style-type: none"> • Identifies features of homes, toys, clothes or transport from the past • Recognises that life was different in the past
Change/Continuity – Similarities and differences between ways of life at different times	<ul style="list-style-type: none"> • Talks about simple differences between babyhood and now • Notices what is the same and different in old/new objects 	<ul style="list-style-type: none"> • Talks about similarities and differences between life now and life in the past • Compares toys, homes, transport or clothing from different times
Cause/Consequence – Why people did things/causes and results of events and changes	<ul style="list-style-type: none"> • Talks about simple reasons for events in their own life (e.g. birthday, moving house) • Begins to understand that actions make things happen 	<ul style="list-style-type: none"> • Talks about simple reasons why things changed • Suggests why people may have done things in stories or the past
Significance -	<ul style="list-style-type: none"> • Talks about special family events and celebrations • Recognises people who are important to them 	<ul style="list-style-type: none"> • Talks about important people in their family or community • Recognises why some people or events are remembered
Interpretation – ways we find out about the past and how it is represented	<ul style="list-style-type: none"> • Looks at photographs, stories and objects from the past • Begins to talk about what pictures or books show 	<ul style="list-style-type: none"> • Uses books, rhymes, stories, photographs and artefacts to talk about the past • Understands that we can learn about the past in different ways
Historical Enquiry – asking/answering questions; using sources to find answers and show understanding	<ul style="list-style-type: none"> • Asks simple questions about photographs, artefacts or stories • Shares observations about what they notice 	<ul style="list-style-type: none"> • Asks and answers simple questions about the past • Uses pictures, stories and objects to explain ideas

Progression of skills – History

Skills	By the end of Year 1	By the end of Year 2
Chronology – sequencing events/objects; using chronological vocabulary	<ul style="list-style-type: none"> • Uses and creates simple time lines to sequence processes, events, objects within their own experience • Confidently use vocabulary associated with the past e.g. old and new, then and now 	<ul style="list-style-type: none"> • Realises that historians use dates to describe events • Use phrases describing intervals of time e.g. before, after, at the same time etc.
Characteristic Features – of period/ person/ events studied	<ul style="list-style-type: none"> • Recognises that buildings, clothing, transport or technology could be different in the past • Shows awareness of significant features not seen today 	<ul style="list-style-type: none"> • Recognises and describes, in simple terms some characteristic features of a period or person studied • Increasingly uses period specific language in explanations
Change/Continuity – Similarities and differences between ways of life at different times	<ul style="list-style-type: none"> • Can match objects to old people or situations from the past • Can describe how some aspects of life today differ from the past using simple historical vocabulary 	<ul style="list-style-type: none"> • Can talk about similarities and differences not just between <i>then</i> and <i>now</i> but between <i>then</i> and another <i>then</i>
Cause/Consequence – Why people did things/causes and results of events and changes	<ul style="list-style-type: none"> • Can give simple explanations why a person from the past acted as they did and talk about the consequences of those actions 	<ul style="list-style-type: none"> • Can describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results
Significance -	<ul style="list-style-type: none"> • Can recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> • Can recognise and talk about who was important e.g. in a simple historical account
Interpretation – ways we find out about the past and how it is represented	<ul style="list-style-type: none"> • Notices that different books/pictures may show the past in different ways. 	<ul style="list-style-type: none"> • Compares different accounts and says how they are similar/different
Historical Enquiry – asking/answering questions; using sources to find answers and show understanding	<ul style="list-style-type: none"> • Can ask and answer simple questions about the past using photographs, stories, artefacts and pictures • Can talk about similarities and differences between two historical sources using simple historical language • Can use annotations or captions (maybe scribed) to identify important features in sources 	<ul style="list-style-type: none"> • Can gather information from photographs, artefacts, books, maps and simple written sources to ask and answer questions about the past • Can explain what sources show about past events or people • Can explain events and actions using evidence rather than only retelling the story