


Brough Primary School – Progression in History Skills in EYFS & KS1



Information given is for each of three phases, the different types of historical based skills and finally our school wide history topics.


(See separate file for assessment opportunities).

	Phase 1 EYFS	Phase 2 Years 1 and 2
<p>Chronology</p> 	<ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends. • Remembers and talks about significant events in their own experience. • Children talk about past and present events in their own lives and in the lives of family members. • Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. <p>Guy Fawkes & the Gunpowder Plot- <i>Why do we remember the 5th November?</i></p> <p>The Humber Bridge opening- <i>Does the Humber Bridge move?</i></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. • Extend knowledge of chronology by ordering topic events beyond living memory. <p>Great Fire of London 1666- <i>How did the fire start? What lessons were learnt from the Great Fire of London?</i></p> <ul style="list-style-type: none"> • Understand the basics of chronology by ordering things personal to them. <p>Ordering own life events from birth to Y2- <i>In what year was I born? When did I start school?</i></p>

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	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>family, parents, grandparents, new, old, years ago, before, after, birthday, month, calendar, next, same, different, change.</i> 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: - long ago, modern, recent, similar, decade, century, timeline, ancient, old fashioned, traditional, invention</i>
<p>Historical Sources</p> 	<ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Use pictures, people, facts and opinions to investigate the past within living memory • Offer opinions and facts and begin to give evidence to support these <p>Toys- <i>What do I like to play with now and how does this compare to the toys my grandparents used when they were children?</i></p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Significant historical events, people, places in their own locality <p>The Victorians (including Queen Victoria, Mary Seacole and Florence Nightingale)- <i>When did Queen Victoria reign? What did Queen Victoria do to help our country? How did Florence Nightingale / Mary Seacole make a difference to hospitals?</i></p>

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	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Role play, family, community, tradition</i> 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: - sources, photographs, interview, letters, fact, opinion, artefacts, evidence</i>
<p>Vocabulary</p> 	<ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Life, home, family, school, hobbies</i> 	<p><u>Year 1 & 2</u></p> <ul style="list-style-type: none"> • Basic vocabulary (past, present, time, history etc.) • Language specific to the topic • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: - Past, present, time, history, historical, chronological, modern, ancient, old-fashioned, new, old.</i> ❖ <i>Vocabulary specific to the Gun Powder Plot (Y1), Toys (Y1), Victorians (Y2), Florence Nightingale (Y2), The Great Fire of London (Y2)</i>
<p>Historical Enquiry</p> 	<ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Shows interest in different occupations and ways of life. 	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Discuss basic questions Who? What? Where? When? Why? • Answer topic-based questions through investigation <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Discuss basic questions Who? What? Where? When? Why? • Answer topic-based questions through investigation • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Questions, answers, search, information.</i> 	<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Those listed in Phase 1 plus: - Questioning, investigate, explore, examine, study, inspect, explain.</i>
<p>Analyse and Evaluate the Past</p> 	<p><i>Not Applicable</i></p>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> ● To talk simply about a particular historical figure and why they were famous- Guy Fawkes ● Explore a significant event in the past and understand how it affected people- Guy Fawkes and the Gunpowder Plot <p><u>Year 2</u></p> <ul style="list-style-type: none"> ● To talk simply about a particular historical figure and why they were famous- Samuel Pepys / Queen Victoria / Florence Nightingale / Mary Seacole ● Explore a significant event in the past and understand how it affected people- The Crimean War, the Great Fire of London ● The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods- Queen Victoria / Florence Nightingale / Mary Seacole

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		<p><u>Key Vocabulary</u></p> <ul style="list-style-type: none">❖ <i>Period, achievements, inventions, historical figure, affected, compare.</i>❖ <i>Significant historical figures, e.g. Guy Fawkes (Y1), Florence Nightingale (Y2), Queen Victoria (Y2), Mary Seacole (Y2), Samuel Pepys (Y2).</i>
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