



## Skills development

**Subject area:** History

Area of study	EYFS	Year 1	Year 2
<b>Chronological Understanding</b>	<p>Know their birthdays Name the days, months, seasons.</p> <p>Understanding of changes in their own lifetime personal timeline.</p> <p>Uses everyday language related to time. (M – ELG)</p>	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</p> <p>Use common words and phrases relating to the passing of time.</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describing where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>
<b>Historical Enquiry</b>	<p>Looks closely at similarities, differences, patterns and change. (UW – 40-60)</p> <p>Talk about changes. (UW – ELG)</p> <p>History mystery objects.</p> <p>They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. (CL – ELG)</p> <p>Sort artefacts ‘old’ and ‘new’</p> <p>Know that information can be retrieved from books and computers. (L – ELG)</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from ‘then’ and ‘now’</p> <p>Ask and answer relevant basic questions about the past.</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>History mystery objects.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>
<b>Historical</b>	<p>Recount an event, verbally and written.</p> <p>Children represent their own ideas,</p>	<p>Relate his/her own account of an event and understand that others may give a different version.</p>	<p>Describe changes within living memory and aspects of change in national life.</p>



<p><b>Interpretations</b></p>	<p>thoughts and feelings through design technology, art, music, dance, role play and stories (EAD – ELG)</p>		<p>Describe events beyond living memory that are significant nationally or globally commemorated through festivals or anniversaries.</p> <p>Describe significant historical events, people and places in his/her own locality.</p>
<p><b>Organisation and Communication</b></p>	<p>Talk about things they did at the weekend, yesterday, this morning...</p> <p>Visual timetable</p> <p>Orders and sequences familiar events (M – ELG).</p>	<p>Talk, draw, perform or write about aspects of the past.</p>	<p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>
<p><b>Understanding of Events, people and changes</b></p>	<p>Understand key features of events.</p> <p>Learn about the lives of significant individuals.</p> <p>Children talk about past and present events in their own lives and in the lives of family members. (UW - ELG)</p>	<p>Understand key features of events.</p> <p>Learn about the lives of significant individuals.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Understand key features of events.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.</p>