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| https://img.cdn.schooljotter2.com/sampled/12845791/100/100/nocrop/**Abbey EY History Progression of Skills** https://img.cdn.schooljotter2.com/sampled/12845791/100/100/nocrop/ | | | | | |
| **Year group** | **Historical chronology** | **Historical concepts** | **Historical interpretation** | **Historical enquiry** | **Historical communication** |
|  | *A coherent narrative, knowledge and understanding of Britain’s past and the wider world from the earliest times to the present day, how people’s lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.* | *To understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*  *To understand historical concepts such as cause & consequence, continuity & change, similarity, difference and significance & use to make connections, draw contrasts, and analyse trends.* | *To think critically, weigh evidence, sift arguments, and develop perspective and judgement.*  *To discern how and why contrasting arguments and interpretations of the past have been constructed.*  *To gain historical perspective by placing growing knowledge into different contexts.  To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.* | *To inspire pupils’ curiosity to know more about the past and ask perceptive questions.   To frame historically-valid questions.  To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.* | *To create their own structured accounts, including written narratives and analyses.*  *To use appropriate historical words and phrases relating to*  *the passing of time.*  *To gain and deploy a historically grounded understanding of abstract terms.* |
| EYFS | To begin to develop chronological understanding  To know the difference between long ago and now.  To compare modern and old objects.  To know my life is different from the lives of people in the past.  To begin to show understanding of time. | To begin to understand how things change over time.  To begin to understand the passage of time.  To recall some simple facts.    To put 2 events or objects in order.  To give one cause of an event | To look at or touch objects from the past and comment on its appearance.  To tell the past is different from today.  To look at the differences between “long ago” and “now”.    To begin to give own view about why things happened in the past or describe how they know something. | To show an interest in the past.  To begin to ask questions about artefacts and suggest what they might be used for.  To begin to make comparisons between modern and old objects.  To find answers to simple questions from writing or a picture. | To show awareness of the past.  To begin to use the correct words such as “yesterday, past etc.”  To talk about the past in 1 way e.g. orally, using common words and phrases relating to the passing of time or drawing. |
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