

IVIS History Skills Progression

	Nursery 2 yr olds	Nursery 3 yr olds	Reception	Year 1	Year 2
Chronological understanding	Make connections between the features of their family and other families.	Begin to make sense of their own life story and family history.	Comment on images of familiar situations in the past, such as homes. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	Put up to three objects in chronological order on a time line? Label timelines with pictures, words or phrases. Tell others about some changes that have happened in their own life since I was born. Talk about how things have changed since their parents or grandparents were children. Use everyday language to talk about people or events from the past. Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times.	Place events or artefacts in order on a timeline. Put space between each event on the timeline to show how long between different historical events. Label timelines with pictures, words or phrases and give reasons for their order. Make connections between long- and short-term time scales. Use dates to talk about people or events from the past. (when appropriate) Connect new learning of historical people or events to others that I have learnt about before. Understand and use vocabulary such as: , decades, centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in times.

Historical Enquiry	Make connections between the features of their family and other families.	Encourage children to retell what their parents told them about their life story and family.	Begin to answer questions based on interests and using different sources such as information books.	Show some understanding of how people find out about the past. Show some understanding of how evidence is collected and used to make historical facts. Ask questions such as: What was it like for people? Answer questions by using different sources, such as an information book or pictures. Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.	Understand and talk about how people find out about the past. Show understanding of how evidence is collected and used to make historical facts. Ask questions such as: What happened? How long ago? Answer questions by using a specific source, such as an information book. Research the life of someone who used to live in my area using the Internet and other sources to find out about them. Research the life of a famous person from the past using different resources. Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate.
Knowledge and Interpretation	Make connections between the features of their family and other families.	Spend time with children talking about photos, memories.	Compare and contrast characters from stories, including figures from the past. Present children with pictures, stories, artefacts and	Answer questions using a range of artefacts/ photographs/pictures provided. Talk about the different ways that the past is represented. Recount some interesting facts from an historical event.	Describe historical events. Describe significant people from the past and talk about what they did. Explain the causes of an historical event and what the consequences were.

			<p>accounts from the past, explaining similarities and differences. Show images of familiar situations in the past.</p>	<p>Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did. Recognise that some forms of evidence are more reliable than others when finding out about the past. Show an understanding of the word 'nation' and the concept of a nation's history. Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events. Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>Explain what impact that significant events from the past have had on the way we live today. Talk about similarities and differences between two different time periods. Explain how people or events in history have changed things nationally or internationally. Explain why someone in the past acted in the way they did. Choose and use parts of stories or other sources to show understanding of events or people from the past. Talk about what type of evidence is reliable when finding out about the past. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. Create my own accounts of historical people or events. Understand and use vocabulary such as: find out, explain, reasons, events, causes,</p>
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