



**SKILLS PROGRESSION**  
**Subject Area: History**

	Year 1	Year 2
<b>Chronology</b>	<p>Recognise the difference between 'old' and 'new'</p> <p>Know where some basic events fit on a timeline, relating to their topic</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>	<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and dates.</p> <p>Use common words and phrases related to the passing of time (<i>now, then, before</i>).</p>
<b>Change and Development</b>	<p>Say how something is the same or different in the past.</p> <p>Develop a sense of time and how fast things change (e.g. differences between their experiences and those of their grandparents).</p>	<p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p> <p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>
<b>Cause and Effect</b>	<p>Show an understanding of some key events.</p> <p>Start to think about the reasons why things might change (e.g. improvements in technology / making life easier / more fun).</p>	<p>Recount key events from the past in their own words and begin to explain why these events happened.</p> <p>Begin to think about the impact that historical events have had on modern life.</p>
<b>Significance and Interpretation</b>	<p>Begin to understand why events being studied are important.</p> <p>Use phrases such as <i>now, after, before, modern, new, old, a long time ago, in my lifetime, before I was born, when I was younger</i>.</p>	<p>Understand why people and events being studied are important.</p> <p>Begin to express preferences and justify them with evidence / facts (eg. <i>Who was the greatest explorer?</i>)</p>

<p><b>Sources</b></p>	<p>Recognise the difference between 'old' and 'new'</p> <p>Know where some basic events fit on a timeline, relating to their topic</p> <p>Place some basic events onto a timeline and use this to support the retelling of past events.</p>	<p>Record some events onto a timeline.</p> <p>Know where some key people fit on a timeline.</p> <p>Remember a few significant names and dates.</p> <p>Use common words and phrases related to the passing of time (<i>now, then, before</i>).</p>
<p><b>Enquiry</b></p>	<p>Say how something is the same or different in the past.</p> <p>Develop a sense of time and how fast things change (e.g. differences between their experiences and those of their grandparents).</p>	<p>Say how lifestyles (work, school, play etc.) were the same or different in the past.</p> <p>Describe differences between 'then' and 'now'.</p> <p>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</p>