

**Buxton Infant School**  
**History knowledge and skills progression**



Topic area	F.S	Year 1	Year 2	Year 3
<b>Chronology</b>	<ul style="list-style-type: none"> <li>*Children talk about past and present events in their own lives and in the lives of family members.</li> <li>*Children use the correct tense when speaking About past, present or future events.</li> </ul>	<ul style="list-style-type: none"> <li>*Sequence some events or 2 related objects in order of time.</li> <li>*Use words and phrases: old, new, now, then, yesterday.</li> <li>*Remember part of stories and memories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>*Recount changes in own life over time.</li> <li>*Put 3 people, events or objects in order using a given scale.</li> <li>*Use words and phrases: related to topic vocabulary to do with time.</li> </ul>	<ul style="list-style-type: none"> <li>*Place the time studied on a time line.</li> <li>*Sequence several events or artefacts.</li> <li>*Use dates and terms related to the study unit and the passing of time.</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>*Children learn about the history of familiar celebrations such as Christmas and Bonfire Night.</li> </ul>	<ul style="list-style-type: none"> <li>*Tell the difference between past and present in their own lives and other people lives.</li> <li>*Listen to eye-witness accounts from grandparents.</li> <li>*Begin to suggest why something might be different.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of sources to describe differences between then and now.</li> <li>*Recount main events from a significant time in history.</li> </ul>	<ul style="list-style-type: none"> <li>*Find out about everyday lives of people in time studied.</li> <li>*Compare with our life today.</li> <li>*Identify reasons for and results of people's actions.</li> <li>*Understand why people may have had to do something.</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>*Use a range of fiction and non-fiction books to explore elements of the past.</li> </ul>	<ul style="list-style-type: none"> <li>*Begin to identify and recount some details from the past from pictures and stories.</li> </ul>	<ul style="list-style-type: none"> <li>*Use evidence to explain reasons why people acted in the past as they did.</li> <li>*Say how features of the period influence how events are treated.</li> </ul>	<ul style="list-style-type: none"> <li>*Identify and give reasons for different ways in which the past is represented.</li> <li>*Distinguish between different sources and compare different versions of the same story.</li> <li>*Look at representations of the period – museum, cartoons, etc.</li> </ul>
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>*Explore pictures and objects from the past through questions and discussion.</li> </ul>	<ul style="list-style-type: none"> <li>*Find answers to simple questions about the past by using source material.</li> <li>*Discover about the past through role play/drama.</li> </ul>	<ul style="list-style-type: none"> <li>*Look carefully at pictures, eyewitness accounts or objects to find information about the past.</li> <li>*Ask questions about the source material.</li> </ul>	<ul style="list-style-type: none"> <li>*Use a range of sources to find out about a period.</li> <li>*Observe small details – artefacts, pictures.</li> <li>*Select and record information relevant to the study.</li> <li>*Begin to use the library and internet for research.</li> </ul>

<b>Organisation and Communication</b>				<b>*Ask and answer questions</b>
	*Explore elements of the past through discussion, role play and pictures.	*Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.	*Write simple stories and recounts about the past. Draw labelled diagrams and write about them to tell others about people, objects and events from the past.	*Communicate knowledge and understanding in a variety of ways: discussions, pictures, writing, annotations, drama, making models.