

WVIS History Knowledge & Skills Progression Map

Knowledge

Skills

	EYFS	Y1	Y2
Chronological Understanding	<p>Sequence pictures to show time order (e.g. baby, toddler, child).</p> <p>Begin to identify that some things have happened before they were born (e.g. relating to family such as parents & grandparents).</p> <p>Use simple words to talk about the passing of time (e.g. today, tomorrow, yesterday, now, then, before).</p>	<p>Describe memories and changes that have happened in their own lives (e.g. birthdays, holidays).</p> <p>Put up to three objects, people or events in chronological order (e.g. transport, monarchs).</p> <p>Begin to recognise the differences between ways of life in past & present.</p> <p>Use words and simple phrases to describe the passing of time (e.g. past, before, now, then, long ago, before I was born).</p>	<p>Sequence artefacts and events in chronological order (e.g. Great Fire of London, ice explorers).</p> <p>Identify difference between ways of life in the past and present (e.g. London then & now, houses in 1666 & now, ice exploration).</p> <p>Use words and phrases to describe the passing of time (e.g. past, present, future, before, now, then, long ago, before I was born, same as/different to today).</p>
Knowledge & Understanding of Events, People & Changes in the Past	<p>Talk about how they have changed from a baby to now.</p> <p>Talk about Christmas traditions and toys/games from the past in their own lives and the lives of family members.</p>	<p>Talk about past events in their own lives and the lives of family members.</p> <p>Use stories and videos to talk about things that have happened in the past.</p> <p>Recognise how the achievements of famous people have influenced our lives (e.g. Karl Benz first car, King Charles III charity work).</p>	<p>Recognise the main events from a significant event in history (e.g. Great Fire of London).</p> <p>Recognise why people did things (e.g. Ernest Shackleton, Tenzing Norgay), why events happened (e.g. Great Fire of London) and what happened as a result.</p>
Historical Enquiry	<p>Begin to ask simple questions about people or events from within living memory.</p> <p>Identify and talk about similarities and differences (e.g. people who help us: then & now).</p>	<p>To ask and answer simple historical questions:</p> <ul style="list-style-type: none"> ❖ Why is the poppy a symbol of remembrance? ❖ How has transport changed over time? 	<p>Use historical evidence to ask and answer simple questions about events in the past:</p> <ul style="list-style-type: none"> ❖ Why did the Great Fire of London start? ❖ What can we learn from Samuel Pepys diary?

		<ul style="list-style-type: none"> ❖ What is a monarch? ❖ What is different about a monarch from the past compared to a monarch now? (Queen Victoria - Queen Elizabeth II/King Charles III) 	<ul style="list-style-type: none"> ❖ How is ice exploration different now compared to the past?
Historical Interpretation	Recognise a familiar event can be represented in different ways (e.g. photos, videos, mementos).	<p>Know that objects can tell us about something or someone (e.g. mementos, poppies).</p> <p>Begin to identify different ways to represent the past (e.g. photographs, stories, websites, non-fiction books).</p>	Identify different ways to represent the past (e.g. photographs, stories, websites, non-fiction books).