

skill	EYFS	Key vocabulary	Year 1	Key vocabulary	Year 2	Key vocabulary
Chronology	<p>Identify things that happened in the past. Identify things that happened before they were born.</p> <p>Use language referring to periods of time 'when I was little', 'When mummy was little'</p>	<p>'A while ago'</p> <p>'When I/mummy/grandma was little' (with some accuracy)</p> <p>Old</p> <p>New</p> <p>The past</p> <p>'A long time ago'</p> <p>Use vocabulary accurately when</p>	<p>Create simple timelines to sequence processes, events, objects within their own experience.</p>	<p>Confidently use vocabulary associated with the past, e.g. 'old and new' 'then and now' days of the week months of the year</p> <p>Start to use year dates</p>	<p>Realise that historians use dates to describe events.</p>	<p>Use phrases to describe intervals of time eg. before, after, at the same time. Names of the years</p>
Characteristic features	<p>I can identify old and new objects/artefacts, buildings, photographs etc.</p>	<p>singing nursery rhymes, eg sixpence, King's men, <u>tuppence</u>.</p>	<p>Recognise that buildings, clothing, transport or technology could be different in the past. Show awareness of significant features not seen today.</p>	<p>Different, change, similar.</p> <p>Clothes</p> <p>Buildings/houses</p> <p>transport</p>	<p>Recognise and describe, in simple terms, some characteristic features of a person or period studied.</p>	<p>Increasingly use period specific language in explanations, e.g. Tudor houses during GFOL 'Victorian' during Queen Victoria's reign.</p>

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Continuity and change	To be able to talk about simple changes in their own life. For example, changes in appearance, toys, <u>experiences</u> .		Can match old objects to people or situations from the past.	Children to be able to use some period specific language when talking about people or objects.	Can talk about similarities and differences not just between then and now but between then and another now.	Children to be able to use some period specific language when talking about people or objects and use comparative language such as 'the same as' 'different to' 'similar to' when comparing between different periods of time.
Cause and consequence	I can ask questions and give simple explanations about why things happen.		Give simple explanations why a person from the past acted as they did and talk about consequences of those actions.	Use simple language to describe why; Such as because.	Can describe in simple terms the causes/and or consequences of an important historical event offering more than one example of its results.	'As a result of...' 'Significant because...' 'This was important because...'

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Historical significance	Can recall special events. For example, birthdays, Christmas, starting school.		Can recognise and describe special times or events for family or friends.	birthday Christmas memory 'I remember' 'When I was little...'	Can recognise and talk about who was important e.g. in a simple historical account.	important significant because change effect
Historical interpretation	Can explore and make observations from photographs and artefacts.		Can identify and talk about accounts of real historical situations.	Begin to use some period specific language.	Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretative source).	new modern old the past previous (period specific language; Victorian, Elizabethan, Tudor)
Historical enquiry	Can ask questions and draw simple conclusions from basic clues, for example a teddy is worn in places and looks different to their teddy therefore the teddy must be old.		Can talk about similarities and differences between two or more historical sources using simple historical terms. Can talk about past events and use annotations or captions to identify important features, of pictures sources artefacts etc.	the same as different to similar to	Can gather information from simple sources to ask and answer questions about the past. Can explain events and actions rather than just retell the story.	As a result of because 'This is what happened.../as a result of...'