

History – Progression of Second Order Concepts/Skills



Second Order Concepts/Skills	Reception (40-60 months)	Year 1	Year 2
<p>Chronology Develop an understanding of the chronology of the people, events, periods or civilizations studied.</p>	<p>Early learning goal – people and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 40 – 60+ months: Enjoys joining in with family customs and routines</p>	<ul style="list-style-type: none"> Creates simple timelines to sequence processes, events, objects within their own experience. Confidently use vocabulary associated with the past e.g. old and new, then and now, a long time ago. 	<ul style="list-style-type: none"> Realise that historians use dates to describe events. Use phrases describing intervals of time e.g. before, after, at the same time, then and now.
<p>Characteristic Features Can identify characteristic features of events, people, periods or civilizations studied.</p>	<p>Early learning goal – the world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<ul style="list-style-type: none"> Recognises that buildings, clothing, transport or technology could be different in the past. Shows awareness of significant features not seen today. 	<ul style="list-style-type: none"> Can recognise and describe in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.
<p>Change and Continuity Develop and understanding that while many aspects of life changed for people over time, change was not necessarily universal nor occurred at a consistent rate.</p>	<p>Early learning goal – the world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 40 – 60+ months: Looks closely at similarities, differences, patterns and change.</p>	<ul style="list-style-type: none"> Can match old objects to people or situations from the past. Can describe how some aspects of life today differ from the past using simple historical vocabulary. 	<ul style="list-style-type: none"> Can talk about similarities and differences not just between then and now but between then and another then
<p>Cause and Consequence</p>	<ul style="list-style-type: none"> Can explain why one character in a simple story took the action s/he did possibly using the word 'because'. 	<ul style="list-style-type: none"> Can give simple explanations why a person from the past acted as they 	<ul style="list-style-type: none"> Can describe in simple terms the causes and/or

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<p>Develop an understanding that changes in the past usually resulted from several factors and that the consequences of those changes affected people differently, or not at all, depending on a range of other factors.</p>	<ul style="list-style-type: none"> • Can explain why they took the action they did 	<p>did and talk about the consequences of those actions.</p>	<p>consequences of an important historical event offering more than one example of its result.</p>
<p>Significance Develop an understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time (possibly into the present).</p>	<p>Early learning goal – the world, People and Communities: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. 30 – 50 months: Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends.</p>	<ul style="list-style-type: none"> • Can recognise and describe special times or events for family and friends. 	<ul style="list-style-type: none"> • Can recognise talk about who was important e.g. in a historical event/account.
<p>Interpretation Building an understanding that all history is to some extent a construct, the reliability of which depends on the type and range of evidence available about a person, period or civilization and the aims or view of those that developed the construct.</p>		<ul style="list-style-type: none"> • Can identify and talk about different accounts of real historical situations. 	<ul style="list-style-type: none"> • Can identify and talk about differences in accounts relating to people or events both from the time (contemporary source) and from the present (interpretive source).
<p>Historical Enquiry The development and increasingly sophisticated use of historical skills and the ability to communicate the findings of historical studies.</p>		<ul style="list-style-type: none"> • 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 (maybe scribed) to identify important 	<ul style="list-style-type: none"> • 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.

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Lymington CE Infant School

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