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| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | **History Progression of Skills EYFS and KS1** | | | |
| This document has been designed to show how we will cover all of the relevant history knowledge and skills across our school. The context in which these are taught is down to the discretion of teachers, where possible trying to match the content of their unit to their year group’s termly topic. Please see the individual Year Group’s Termly overview to see the content of the History studied at St Michael’s School. | | | |
| EYFS Area of Learning  Understaning the World  -People and Communities  -The World | | KS1 Areas of study   Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.   Events beyond living memory that are significant nationally or globally.   The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.   Significant historical events, people and places in their own locality. | | |
| People and Communities  30-50 Months  To show interest in the lives of people who are familiar to them.  To remember and talk about significant events in their own experiences.  To recognise and describe special times or events for family or friends.  To show interest in different occupations and ways of life.  To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.  ELG  To talk about past and present events in their own lives and in the lives of family members.  To know about similarities and differences between themselves and others, and among families, communities and traditions. | | Chronology | **Year 1**   Understand the difference between things that happened in the past and the present.   Describe things that happened to themselves and other people in the past.   Order a set of events (2) or objects in order of time.   Use a timeline to place important events from earliest to latest. | **Year 2**   Understand and use the words past and present when telling others about an event.   Recount changes in my own and others’ lives over time.   Understand how to put people, events and objects in order of when they happened, using a given scale.   Use a timeline to place important events in order from earliest to latest.   Use words and phrases related to each relevant topic. |
| Knowledge and understanding of events, people and changes in the past |  Recall some facts about people/events before living memory.   Say why people may have acted the way they did.  􀀀 Listen to eye-witness accounts from grandparents.  􀀀 Begin to suggest why something might be different. |  Use information to describe the past.   Use a range of sources to describe the differences between then and now.   Look at evidence to give and explain reasons why people in the past may have acted in the way they did.   Recount the main events from a significant event/time in history. |
| The World  30-50 Months  To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.  To talk about some of the things they have observed, such as plants, animals, natural and found objects.  To talk about why things happen and how things work.  To develop an understanding of growth, decay and changes over time.  40-60 Months  To look closely at similarities, differences, patterns and change.  ELG  To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. | | Historical enquiry and interpretation |  Identify different ways in which the past is represented.   Explore events, look at pictures, source materials, and ask questions i.e, “Which things are old and which are new?” “What were they used for?” “What were people doing?”  􀀀 Begin to recount some details from the past from pictures and stories.  􀀀 Discover about the past through role play/drama. |  Identify different ways in which the past is represented, by looking at pictures, source materials, eyewitness accounts or objects.   Ask questions about the past by using source materials.   Use a wide range of information to answer questions. |
| Organisation, evaluate and communicate information |  Sort events or objects into groups (i.e. then and now.)   Use timelines to order events or objects.   Tell stories about the past.   Talk, write and draw about things from the past.  􀀀 Show knowledge and understanding about the past  in different ways: role play, drawing, writing, talking. |  Describe objects, people or events in history.   Use timelines to order events or objects or place significant people.   Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.  􀀀 Write simple stories and recounts about the past. |