



### 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.



<p><u>EYFS Area of Learning</u>          Understanding the World          -People and Communities          -The World</p>	<p><u>KS1 Areas of study</u>  <input type="checkbox"/> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  <input type="checkbox"/> Events beyond living memory that are significant nationally or globally.  <input type="checkbox"/> 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.  <input type="checkbox"/> Significant historical events, people and places in their own locality.</p>		
<p>People and Communities  <u>30-50 Months</u>  <input type="checkbox"/> To show interest in the lives of people who are familiar to them.  <input type="checkbox"/> To remember and talk about significant events in their own experiences.  <input type="checkbox"/> To recognise and describe special times or events for family or friends.  <input type="checkbox"/> To show interest in different occupations and ways of life.  <input type="checkbox"/> 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.  <u>ELG</u>  <input type="checkbox"/> To talk about past and present events in their own lives and in the lives of family members.  <input type="checkbox"/> To know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Chronology</p>	<p><b>Year 1</b>  <input type="checkbox"/> Understand the difference between things that happened in the past and the present.  <input type="checkbox"/> Describe things that happened to themselves and other people in the past.  <input type="checkbox"/> Order a set of events (2) or objects in order of time.  <input type="checkbox"/> Use a timeline to place important events from earliest to latest.</p>	<p><b>Year 2</b>  <input type="checkbox"/> Understand and use the words past and present when telling others about an event.  <input type="checkbox"/> Recount changes in my own and others' lives over time.  <input type="checkbox"/> Understand how to put people, events and objects in order of when they happened, using a given scale.  <input type="checkbox"/> Use a timeline to place important events in order from earliest to latest.  <input type="checkbox"/> Use words and phrases related to each relevant topic.</p>
<p>The World  <u>30-50 Months</u>  <input type="checkbox"/> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.  <input type="checkbox"/> To talk about some of the things they have observed, such as plants, animals, natural and found objects.  <input type="checkbox"/> To talk about why things happen and how things work.  <input type="checkbox"/> To develop an understanding of growth, decay and changes over time.</p>	<p>Knowledge and understanding of events, people and changes in the past</p>	<p><input type="checkbox"/> Recall some facts about people/events before living memory.  <input type="checkbox"/> Say why people may have acted the way they did.  <input type="checkbox"/> Listen to eye-witness accounts from grandparents.  <input type="checkbox"/> Begin to suggest why something might be different.</p>	<p><input type="checkbox"/> Use information to describe the past.  <input type="checkbox"/> Use a range of sources to describe the differences between then and now.  <input type="checkbox"/> Look at evidence to give and explain reasons why people in the past may have acted in the way they did.  <input type="checkbox"/> Recount the main events from a significant event/time in history.</p>
<p><u>40-60 Months</u>  <input type="checkbox"/> To look closely at similarities, differences, patterns and change.  <u>ELG</u>  <input type="checkbox"/> 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.</p>	<p>Historical enquiry and interpretation</p>	<p><input type="checkbox"/> Identify different ways in which the past is represented.  <input type="checkbox"/> 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?"  <input type="checkbox"/> Begin to recount some details from the past from pictures and stories.  <input type="checkbox"/> Discover about the past through role play/drama.</p>	<p><input type="checkbox"/> Identify different ways in which the past is represented, by looking at pictures, source materials, eyewitness accounts or objects.  <input type="checkbox"/> Ask questions about the past by using source materials.  <input type="checkbox"/> Use a wide range of information to answer questions.</p>
	<p>Organisation, evaluate and communicate information</p>	<p><input type="checkbox"/> Sort events or objects into groups (i.e. then and now.)  <input type="checkbox"/> Use timelines to order events or objects.  <input type="checkbox"/> Tell stories about the past.  <input type="checkbox"/> Talk, write and draw about things from the past.  <input type="checkbox"/> Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.</p>	<p><input type="checkbox"/> Describe objects, people or events in history.  <input type="checkbox"/> Use timelines to order events or objects or place significant people.  <input type="checkbox"/> Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.  <input type="checkbox"/> Write simple stories and recounts about the past.</p>