

History Progression of Skills EYFS and KS1



EYFS (Areas of Study)

- Understanding the World - Past and Present
- ☑ Talk about the lives of the people around them and their roles in society;
- ☑ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- ☑ Understand the past through settings, characters and events encountered in books read in class and storytelling;
- ☑ Beginning to learn key vocabulary

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.

Chronology	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> ☑ Talk about past and upcoming events with their immediate family. ☑ Use key vocabulary to build a timeline linking to personal events during their time at school, birthdays and what is going to happen in the near future. 	<ul style="list-style-type: none"> ☑ 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. 	<ul style="list-style-type: none"> ☑ 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	<ul style="list-style-type: none"> ☑ Can talk about members of immediate family in more detail. ☑ Can discuss similarities and differences between people in their family. ☑ Be able to discuss different occupations with visits from local professionals. ☑ Can identify emergency situations and knows who to call. ☑ Can identify similarities and differences between jobs. 	<ul style="list-style-type: none"> ☑ 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. 	<ul style="list-style-type: none"> ☑ 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.
Historical enquiry and interpretation	<ul style="list-style-type: none"> ☑ Retell stories which include events from the past such as Guy Fawkes. ☑ Use figures and building materials to tell stories through continuous provision. ☑ Use pictures, stories and objects to look at the past noticing the similarities and differences between past and present. 	<ul style="list-style-type: none"> ☑ 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. 	<ul style="list-style-type: none"> ☑ 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	<ul style="list-style-type: none"> ☑ Be able to share some similarities and differences between characters, figures or objects. ☑ Look at different objects from the past and present using discussion to talk about what they can see. ☑ Draw pictures, role play and discuss what has been learnt about objects from the past. ☑ Use key vocabulary when discussing the similarities and differences of objects past and present. 	<ul style="list-style-type: none"> ☑ 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. 	<ul style="list-style-type: none"> ☑ 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.