

History: Progression of Knowledge and Skills

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and ‘have a go’; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children’s learning in all areas.

EYFS History Skills

<u>Changes within living memory</u> Begin to make sense of their own life-story and family’s history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society.	<u>Events beyond living memory</u> Comment on images of familiar situations in the past	<u>The lives of significant individuals in the past</u> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling.	<u>Significant historical events, people and places in their own locality</u> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
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Key Vocabulary

Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now

Year	Chronological Awareness	Knowledge and Understanding	Sources	Organise, Evaluate and Communicate Information
1	Sequence events about their own life or at least 2 related objects in order of time. Recount changes in own life and the school over time. Use words and phrases: old, new, now, then, yesterday, before, after.	Tell the difference between the past and present in their own life and those of others. Listen to eye-witness accounts from family members and school staff. Begin to suggest why something might have been different in the past. Begin to understand the core concepts. Link my learning to me and my family.	Begin to identify and recount some details from the past from pictures, stories and artefacts. Find answers to simple questions about the past by using source material. Discover about the past through roleplay/drama.	Show knowledge and understanding about the past in different ways: role play, drawing, writing and talking.
2	Put at least 3 people, events or objects in order using a given scale. Use words and phrases such as: in the past, previously, nowadays, present, Tudor period.	Use a range of sources to describe differences between then and now. Recount main events from the period studied. Use evidence to explain reasons why people in the past acted as they did and the differences between people at the time. Begin to understand the core concepts. Link my learning to me and my family.	Look carefully at pictures, eye-witness accounts or objects to find out information about the past. Ask questions about the source material. Answer questions with reasons that refer to the source material.	Perform role plays or presentations, draw labelled diagrams, write simple narratives or information texts to tell others about people, objects and events from the past.
3	Use timelines to place events in order. Understand that timelines can be divided into BC and AD. Use words and phrases such as: age, century, decade, heritage.	Use evidence to describe houses and settlements, culture and way of life, people's beliefs and attitudes. Use evidence to find out how any of these might have changed during a time period. Compare at least 2 time periods and suggest reasons why there were differences or similarities. Develop understanding of the core concepts. Link my learning to me and my community.	Use a range of sources (including visits) to collate information about the past. Identify the difference between fact and opinion. Look at 2 versions of the same event and identify differences between the accounts; begin to explain the reasons for these differences.	Present findings about the past orally, through writing, drawing and computing. Use dates and vocabulary related to a historical period accurately.
4	Name and place dates of significant events of the period on a timeline, showing an understanding of BC and AD.	Show knowledge and understanding by describing features of past civilisations or 'ages'. Identify some ideas, beliefs and attitudes of past cultures, giving reasons for differences and similarities in comparison to the present day.	Understand the difference between primary and secondary sources. Give reasons why there may be different accounts of history.	Present findings about the past orally, through writing, maths (statistics) drawing and computing.

	Use words and phrases such as: ancient, era, prior, post (e.g. post-war), significant.	Describe how some of the past events affect life today. Develop understanding of the core concepts. Link my learning to me and my community.	Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.	Use dates and vocabulary related to a historical period accurately. Suggest different ways of presenting information for different purposes.
5	Sequence historical periods. Identify changes within and across historical periods. Use words and phrases relating to specific periods.	Identify social, cultural, religious and ethnic diversity in Britain and the wider world. Give short-term cause and effect of the main events, situations and changes in the periods studied. Identify changes and links within and across the periods studied. Develop understanding of the core concepts. Link my learning to me and my planet (my role as a citizen of the world).	Question the reliability of source material and give reasons why something is or is not reliable. Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. Know that people can represent events or ideas in ways that persuade others (bias and propaganda).	Present detailed findings, giving reference to historical skills in a way that shows awareness of the audience. Use dates and terms correctly.
6	Use timelines to place events, periods and cultural movements from around the world and use these as reference points. Use timelines to demonstrate changes and developments in art, technology or religion. Use words and phrases relating to specific periods.	Choose reliable sources of factual evidence to describes important aspects within a civilisation. Identify how aspects of life have changed during a time period and give reasons backed up with evidence. Describe the impact of a civilisation on subsequent time periods as well as today's society. Embed understanding of the core concepts. Link my learning to me and my planet (my role as a citizen of the world).	Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation, and opinion. Form own opinions about historical events from a range of sources. Select the most appropriate source material for a particular task.	Present information in an organised and clearly structured way and in the most appropriate/effective way for the audience (e.g. written explanations, charts, tables). Recording reflects the skills being taught. Make accurate use of specific dates and terms.