

History Progression of Skills EYFS to end of KS1

The document below demonstrates how we structure and sequence our history curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Year Group	Chronological Awareness	Historical terminology. Organisation and Communication of Information	Knowledge and Understanding	Historical enquiry	Historical Contexts
EYFS	<p>Begin to develop chronological awareness, sequencing familiar events e.g. what happens in my day.</p> <p>Sort events or objects into past and present using the terms now and then.</p>	<p>Use simple language related to the passing of time; e.g. now, then, in the past, long ago, when grandma was a girl.</p> <p>Talk about the past and present in their own lives and the lives of family members.</p> <p>Communicate knowledge and understanding about the past in different ways: discussion and talking, role play, drawing and labelling.</p>	<p>Make simple observations related to the topic studied.</p> <p>Recognise simple differences between their own lives and those of children in the past.</p> <p>Express simple opinions and preferences, e.g. would you have liked to be at school in the past? Why/why not?</p>	<p>Ask questions about the past to older family members. [parents/grandparents], e.g. What was it like when you went to school? What toys did you play with?</p> <p>Ask simple questions about the past by using sources provided.</p>	<p>Use sources to describe relevant simple details about the past, e.g. media, pictures, artefacts, stories.</p>
1	<p>Place 2 events or related objects in the appropriate time period, e.g. present day, 100 years ago]. Provide explanations for choices.</p>	<p>Use everyday historical terms and common words and phrases related to the passing of time; e.g. now, then, in the past, long ago, Victorian.</p>	<p>Make relevant observations pertinent to the topic studied.</p> <p>Recognise some key features, similarities and differences between everyday life in 2 time periods e.g. now and Victorian times.</p>	<p>Collect information about the past by asking questions of people who were alive before the children were born, and from objects and pictures, e.g. grandma's toys.</p>	<p>Identify and recount some details from the past using different sources provided, e.g. media, pictures, artefacts and stories.</p>

	<p>Place a few key events of the period studied on a timeline and sequence correctly, e.g. the life of Florence Nightingale, the order of events in the Great Fire of London.</p>	<p>Communicate knowledge and understanding about the past in different ways: discussion and talking, role play, drawing and labelling, writing short descriptions, labels and captions.</p>	<p>Begin to provide simple explanations for differences e.g. in Victorian times there was no electricity.</p> <p>Recognise differences between their own lives and those of children in the past and express preferences.</p> <p>Explain why people from different social and economic backgrounds experienced different ways of life in the past, e.g. rich and poor Victorians.</p> <p>Empathise with children from the past through discussion and short written description.</p>	<p>Ask and find answers to simple questions about the past by using sources provided.</p> <p>Begin to appreciate that events in the past can impact on the present, e.g. lesson learned from the Great Fire, changes to hygiene in hospitals instigated Florence Nightingale.</p>	
2	<p>Place 3 historical objects in the appropriate time period <i>e.g.</i> 1900s, 1960s; present day and provide explanations for choices.</p> <p>Place the events of the period studied on a timeline and sequence correctly, e.g. the life of Florence Nightingale, the</p>	<p>Use a wide vocabulary of everyday historical terms; e.g. present day, past, source, timeline, living memory, chronology.</p> <p>Communicate knowledge and understanding about the past in different ways: Group/pair discussion, role play, written descriptions, letters, reports, comparisons and recounts.</p>	<p>Recall the key events and facts of the periods and people studied and sequence correctly.</p> <p>Recognise similarities and differences between past and present, using a range of sources. Provide explanations for differences.</p> <p>Recognise differences between the lives of modern day people and people in the past. Express preferences and opinions.</p>	<p>Ask appropriate questions and gather information from different sources of evidence.</p> <p>Use evidence to explain reasons for events occurring and for why people acted in the past as they did.</p> <p>Appreciate and explain how events in the past can impact on the present, e.g. lesson learned from the Great</p>	<p>Understand some of the different ways in which we use sources to find out about the past and identify different ways in which it is represented, e.g. newspaper reports, paintings, eye witness accounts photos.</p> <p>Ask questions of source material: recognise that there are different types of evidence available from sources and evaluate the usefulness of</p>

	<p>order of events in the Great Fire of London.</p> <p>Place key events of the period studied on a timeline and sequence correctly, e.g. the life of Florence Nightingale, the order of events in the Great Fire of London.</p>	<p>Write for an intended purpose/audience.</p> <p>Write letters and diary extracts taking on the role of people in history, e.g. soldier in WW1, nurse in Scutari hospital, Victorian maid, Victorian holiday maker, eye witness in the Great Fire.</p>	<p>Explain why people from different social and economic backgrounds experienced different hardships/opportunities in the past.</p> <p>Empathise with people from the past in written form e.g. letters, diaries in character.</p>	<p>Fire, changes to hygiene in hospitals instigated Florence Nightingale.</p>	<p>a source for its purpose.</p> <p>Begin to question the reliability of different sources.</p> <p>Explain how features of the period influence the type of source material available.</p>
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