



# History Progression & Skills Document



|  | FS2  |
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|  | <p>Our EYFS children access history in a variety of ways. It is delivered predominantly within the EYFS Curriculum area 'Understanding the World' through adult input, continuous provision and in the moment opportunities.</p> <p><b>ELG: Past and Present</b><br/><b>Children at the expected level of development will:</b></p> <ul style="list-style-type: none"><li>• To talk about the lives of the people around them and their roles in society.</li><li>• To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• To understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> <p>Through topics, child led and adult led activities, children are taught the following key knowledge and skills. This builds the foundations for the KS1 &amp; 2 history curriculum.</p> |
| Changes in living memory                     | <p>Looking at how we change as we have grown up.<br/>Talking about our family.<br/>Thinking about their own time lines and how they have changed since they were born, and how they will continue to change in the future.<br/>Looking back over their first year of school.<br/>Sequence events.<br/>Use past and present tenses.<br/>Sequence events from stories.<br/>Consider different amounts of time e.g. Hour, day, week, month, year.<br/>Focusing on 'then' and 'now' and exploring the changes around us</p>  |
| Changes beyond living memory                 | <p>Talking about grandparent and older family members and their careers and life.<br/>Reading rich texts that have a broad range of historical times.<br/>Discussing settings and unfamiliar artefacts.<br/>Ask questions about unfamiliar artefacts to find out the uses of these.</p>  |
| Lives of significant individuals in the past | <p>Neil Armstrong</p>  |

## Progression and skills

### Historical enquiry

| FS2  | Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
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| <ul style="list-style-type: none"> <li>• To be able to talk about people around them.</li> <li>• To be able to talk about what is the same and different about their lives and the lives of others.</li> <li>• To be able to ask questions about the past ie parents/ Grand-parents</li> <li>• To be able to discuss artefacts.</li> <li>• To be able to listen to stories about the past</li> </ul> | <ul style="list-style-type: none"> <li>• To know ways we can learn about the past.</li> <li>• To be able to use simple texts to find out about people and events of the past.</li> <li>• To be able to use photographs and secondary sources to find out about the past.</li> <li>• To be able to use artefacts to inform us about the past.</li> <li>• To be able to pose simple questions about the past.</li> <li>• To be able to use common words and phrases to related to the passing of time.</li> <li>• To be able to share parts of stories to show they understand key events from the past.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to use texts and images to find out about the past.</li> <li>• To be able to navigate a specifically designed website to find out historical information.</li> <li>• To be able to use photographs and illustrations to find out about life in different periods.</li> <li>• To be able to use images and artefacts to ask and answer questions.</li> <li>• To be able to place pictures into correct time-periods.</li> <li>• To be able to examine the impact of events (Great Plague on Eyam/Fire of London)</li> <li>• To be able to ask questions about the local</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to explain how archaeologists use artefacts to learn about the past.</li> <li>• To begin to understand continuity and change</li> <li>• To be able to discuss similarities and differences</li> <li>• To be able to gather the opinions of different groups of people about the same historical event</li> <li>• To be able to use a variety of sources to answer questions about the past.</li> <li>• To begin to consider different points of view about historical events.</li> <li>• To begin to understand that events are caused and have consequences on the future</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to explain some of the ways archaeologists choose which sites to excavate.</li> <li>• To be able to understand that some questions about the past have not been decisively answered by historians.</li> <li>• To understand historical concepts such as continuity and change.</li> <li>• To be able to use written evidence to help find out about the past.</li> <li>• To be able to think critically about historical sources and how reliable it is.</li> <li>• To be able to identify the difference between primary and secondary sources of information.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to make connections, draw contrasts and begin to analyse events from the past.</li> <li>• To continue to use a range of sources and analyse how reliable it is and to begin to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• To be able to infer information about daily life using artefacts.as evidence</li> <li>• To begin to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</li> <li>• To be able to use a variety of</li> </ul> | <ul style="list-style-type: none"> <li>• To continue to make connections and draw contrasts and analyse events from the past.</li> <li>• To be able to use a range of sources and analyse how reliable it is and to begin to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• To be able to infer and discuss a range of information and historical sources as evidence about life in the past.</li> <li>• To be able to analyse trends, frame historically valid questions and create their own structured accounts, including written</li> </ul> |

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|   |  |  | area as part of an enquiry.   | <ul style="list-style-type: none"> <li>To be able to compare and contrast different accounts of the same event.</li> </ul>  | <ul style="list-style-type: none"> <li>To be able to generate questions about a significant person or event from the past.</li> </ul>   | primary and secondary sources to gather information about events, way of life from the past.   | narratives and analyses. |
| <b>Historical understanding</b>   |  |  |   |   |   |  |                          |
| <ul style="list-style-type: none"> <li>To be able to use stories to answer questions about the past.</li> <li>To be able to discuss the past in relation to hours, days, weeks, months</li> </ul> | <ul style="list-style-type: none"> <li>To be able to begin to develop a simple awareness of the past.</li> <li>To be able to tell stories from the past.</li> <li>To be able to recognise a past and a present in their own and other people's lives.</li> <li>To be able to identify some things from their own past.</li> <li>To be able to identify some differences between past and present.</li> <li>To know some of the main events and people studied in a topic.</li> </ul> | <ul style="list-style-type: none"> <li>To know about an event or events that happened long ago, even before their grandparents were born. (beyond living memory)</li> <li>To be able to explain similarities and differences 1666 to today (Fire of London)</li> <li>To be able to explain the key events.</li> <li>To be able to explain some of the factors that explain what happened in the past (ie why it took so long for the fire of London to be extinguished)</li> </ul> | <ul style="list-style-type: none"> <li>To be able to say what the term 'prehistory' means.</li> <li>To know that the Stone Age can be split into three different time periods and can describe the main features and developments of the pre-history eras.</li> <li>To be able to describe events from the past.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to explain some of the features of daily life and events from the past for Anglo Saxons, Ancient Egyptians and within Roman Britain.</li> <li>To understand why events occurred and what impact they had on history.</li> <li>To be able to compare and contrast events from the past.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to describe some features of each of the periods</li> <li>To be able to consider the advantages and disadvantages</li> <li>To be able to compare and contrast and to give reasons.</li> <li>To be able to recall some key facts about the periods studied.</li> </ul> | <ul style="list-style-type: none"> <li>To be able to explain the key events,</li> <li>To be able to explain why events happened</li> <li>To be able to use evidence to infer what life was like for ordinary people.</li> <li>To be able to explain how ruins are and evidence about the past (ie Mayans) are found.</li> <li>To be able to recall facts.</li> </ul> |                          |

## Chronological understanding

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|  | <ul style="list-style-type: none"> <li>• To know when people from the past lived for example Queen Elizabeth 2<sup>nd</sup>.</li> <li>• To be able to talk about similarities and differences between 1952 and today.</li> <li>• To be able to place events on a simple timeline</li> <li>• To be able to show some understanding of aspects of the past beyond living memory.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to organise events on a dated simple time line.</li> <li>• To be able to begin to recognise that events can overlap on a timeline.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to organise events on a simple time line.</li> <li>• To be able to recognise that events can overlap on a timeline.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to organise events on a time line.</li> <li>• To be able to recognise that events can overlap on a timeline and to be able to begin to identify what might be the same and different during that time.</li> <li>• To be able to begin to use dates with increasing fluency to describe events.</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to arrange key civilisations in world history chronologically</li> <li>• To be able to order events, which sometimes overlap on a timeline.</li> <li>• To be able to recognise that some events happen over decades</li> </ul> | <ul style="list-style-type: none"> <li>• To be able to arrange key civilisations in world history chronologically</li> <li>• To be able to put key events from the Mayan civilisation on a timeline with their AD/BC dates.</li> </ul> |
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