



## History Curriculum Progression Skills



EYFS		
End of EYFS Expectations		
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	
<b>Past and Present</b>	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	
Key Stage 1		
Aspect	End of Year 1 Expectations	End of Year 2 Expectations
<b>Areas of study</b>	<ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Events beyond living memory that are significant globally or nationally</li> <li>• The Lives of significant individuals of the past who have contributed to national and international achievements</li> <li>• Significant historical events , people and places in their own locality</li> </ul>	
<b>Knowledge and understanding of events</b>	<ul style="list-style-type: none"> <li>• Recall some facts about people/events before living memory.</li> <li>• Say why people have acted why they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Use information to describe the past.</li> <li>• Describe the differences between then and now.</li> <li>• Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</li> <li>• Recount the main events from a significant event in history.</li> </ul>
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>• Introduce the children to different historical periods/events that have happened in the past. - linked to understanding of what the past means.</li> <li>• Understand the difference between things that happened in the past and present.</li> <li>• Describe the things that happened to themselves and other people in the past.</li> <li>• Order a set of events or objects.</li> <li>• Use a timeline to place important events.</li> <li>• Use words and phrases such as now, yesterday, last week when I was younger etc.</li> <li>• Drama - develop empathy and understanding (hot seating, speaking and listening)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their understanding that there are different historical events/periods that have happened in our past- linked to understanding of what the past means.</li> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Recount changes in my own life over time.</li> <li>• Understand how to put people, events and objects in order of when they happened using a scale the teacher has given me.</li> <li>• Use a timeline to place important events.</li> <li>• Drama - develop empathy and understanding (hot seating, speaking and listening)</li> </ul>



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<b>Historical interpretation</b>	<ul style="list-style-type: none"><li>• Look at books, videos, pictures and artefacts to find out about the past.</li><li>• begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)</li></ul>	<ul style="list-style-type: none"><li>• Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historical buildings, museums, galleries, historical sites and the internet to find out about the past.</li><li>• Understand how we can use different sources to find out about the past - e.g. what these different sources are.</li><li>• Understand that the past can be represented in different ways and discuss their reliability</li><li>• Begin to develop and use historic vocabulary of historical terms</li></ul>
<b>Historical enquiry</b>	<ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• Explore events, look at pictures and ask questions</li><li>• Look at objects/artefacts from the past and ask questions.</li><li>• Begin to understand what a primary and secondary source is</li></ul>	<ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• Ask questions about the past</li><li>• Use a wide range of information to answer questions</li><li>• Understand the difference between a primary and secondary source and how both can be reliable/unreliable</li></ul>
<b>Organisation and communication</b>	<ul style="list-style-type: none"><li>• Sort events or objects into groups (i.e. then and now)</li><li>• Use timelines to order events or objects</li><li>• Tell stories about the past</li><li>• Talk, write and draw things from the past</li></ul>	<ul style="list-style-type: none"><li>• Describe objects, people or events in history</li><li>• Use timelines to order events or objects or place significant people</li><li>• Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role play and using ICT.</li></ul>