

History

Knowledge & Skills Progression – EYFS to Year 1



Three and Four-Year-Olds	
Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	
Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	
Understanding the World	Past and Present
	<ul style="list-style-type: none"> • Talk about the lives of 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.
Year 1	
Historical Knowledge: Constructing the past	<ul style="list-style-type: none"> • In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.
Historical Knowledge: Sequencing the past	<ul style="list-style-type: none"> • Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order. • Begin to use a range of common words relating to the passage of time, e.g. related to a discussion of their grandparent's childhood, e.g. now, then, new old, when, before, etc. • Demonstrate a secure understanding of the words used. • Will require little prompting to use these words.
History Concepts: Change and development/similarity and difference	<ul style="list-style-type: none"> • Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.
History concepts: Cause and effect	<ul style="list-style-type: none"> • Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.

<p>History Concepts: Significance and Interpretations</p>	<ul style="list-style-type: none"> • Demonstrate through examples and discussion an understanding of the term 'significance'. • Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery. • Will begin to make connections between significant events or people, e.g. the explorers studied.
<p>Historical Enquiry: Planning and Carrying out a Historical Enquiry</p>	<ul style="list-style-type: none"> • Can plan a small enquiry by asking relevant questions. • Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?' • Can use appropriate historical vocabulary.
<p>Historical Enquiry: Using Sources as Evidence</p>	<ul style="list-style-type: none"> • Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.