

EYFS- KS1 Skills Progressions- History

	EYFS	KS1
Chronological Understanding	ELG: Past and present - Understand the past through settings, characters and events encountered in books read in class and storytelling • Daily routines • Maths- yesterday, today, tomorrow etc. • Visual timetable • Topic on ourselves- Aut 1- looking at our families • Lifecycles • Sequencing stories • Stories about families eg. Grandma • Growing up • Baptism	Develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.
Historical Knowledge	ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • St Marys Squeeze • Dinosaurs – learning facts, comparing animals now and then • Families • Our homes • Remembrance Sunday • RE- Christmas, Easter, stories of Jesus/Mary • Stories from Bible eg. Noah's Ark • Historical people- Steve Irwin, Mother Theresa, Mae Jemison, Guy Fawkes • Holidays in the past comparing to ours • Transport in the past • Space- moon landing etc.	Identify similarities and differences between ways of life in different periods. Choose and use parts of stories and other sources to show that they know and understand key features of events. Children should be taught about: • The lives of significant individuals in the past who have contributed to national and international achievements.

Historical Interpretation	ELG: Listening - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding ELG: Speaking - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Hands on experiences • Stories • Photographs • Continuous provision activities	Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Historical Enquiry	ELG: Building relationships - Work and play cooperatively and take turns with others ELG: Listening, attention and understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Questioning • Discussion • Explain • Quizzing • Curiosity Cube • Investigation area	Ask and answer questions, using other sources to show that they know and understand key features of events. Children should be taught about: • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Learn about significant historical events, people and places in their own locality.