

## Progression of History



### Curriculum Knowledge and Skills Progression Document for History

#### Knowledge, skills and understanding breakdown for EYFS

The statutory framework for the EYFS (2021) states that Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

##### **Birth to Three**

Do they notice differences between people?

##### **Three to Four**

Can they begin to make sense of their own life-story and family's history?

##### **Reception**

Do they comment on images of familiar situations in the past?

Do they compare and contrast characters from stories, including figures from the past?

##### **Early Learning Goals**

Past and Present

Can they talk about the lives of the people around them and their roles in society?

Do they know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class?

Do they understand the past through settings, characters and events encountered in books read in class and storytelling?

#### National Curriculum Requirements for History at Key Stage 1

- Develop an awareness of the past, using common words and phrases relating to the passing of time
- Know where the people and events they study fit within chronological framework and identify similarities and differences between ways of life in different periods
- Use a wider vocabulary of everyday historical terms
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented

#### Knowledge, skills and understanding breakdown for Year 1

##### **Chronological Understanding**

- Can they put up to three objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they talk about things that happened when they were little?
- Can they recognise that a story that is read to them that may have happened a long time ago?
- Do they know that some objects belonged to the past?

- Can they retell a familiar story set in the past?
- Can they explain how they have changed since they were born?

### **Knowledge and interpretation**

- Do they appreciate that some famous people have helped our lives be better today?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl records?

## **Knowledge, skills and understanding breakdown for Year 2**

### **Chronological understanding**

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past' 'present' 'then' and 'now' in their historical learning?
- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?
- Can they sequence a set of events in chronological order and give reasons for their order?

### **Knowledge and interpretation**

- Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
- Can they explain how their local area was different in the past?
- Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
- Can they give examples of how things that are different in their life from that of their grandparents when they were young?
- Can they explain why Britain has a special history by naming some famous events and some famous people?
- Can they explain what is meant by a parliament?

### **Progression of vocabulary for History at EYFS**

Differences, similarities, Old, New, First, Next, long ago, ago, family tree, past, present

### **Progression of vocabulary for History in Year 1**

Year; Ancient; Timeline; Different; Living memory; Toys; Plastic; Inventions; Drawing; Decade; Modern; Date order; Remembers; Photograph; Opinion; Century; Long ago; Similar; Important; Memories; Artefact; Wood; Materials; Grandparents' time; What? Where? When?

### **Progression of vocabulary for History in Year 2**

The Great Fire of London; Explores; Travel; Significant; Rocket; Danger; Investigate; Letters; Chronological order; Encounter; Survive; Research; Historians; Era; Period; Rescue; Memorial; Evidence; Experts; Websites; Samuel Pepys; Diary; Newspapers; Why? What? When? Where?