

History Progression of Skills

<p>EYFS End of Year Expectation ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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. 		<p>Key Stage 1 National Curriculum Expectations Pupils should be taught:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality. 			
Big Ideas	Aspects	EYFS	Year 1	Year 2	End of KS1 Expectations
Humankind	Everyday life	Talk about past and present events in their own lives and those who are important to them.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally.
	Hierarchy of power	Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.	A monarch is a king or queen who rules a country. Describe the role of a monarch.	Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Describe the hierarchy of a past society.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.
Creativity	Report and conclude	Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural	

				model, fact file, quiz, story or biography.	
	Communication	Words that help us to describe the passage of time include yesterday, last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century.	
Materials	Artefacts and sources	Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past.	Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
			Historical sources include artefacts, written accounts, photographs and paintings. Express an opinion about a historical source.	A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint.	
Place and space	Local History	Explore and talk about important events in the school or locality's history.	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history.	Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places.	Significant historical events, people and places in their own locality.
Comparison	Compare and contrast	Describe some similarities and differences between things in the past and the present.	Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory.	A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Describe what it was like to live in a different period.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Significance	Significant events	A significant event is something that is important to them or other people. Photographs and videos are used to record these events. Listen to stories and discuss significant events from the past.	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to	Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally

			the consequences of the event. Identify some key features of a significant historical event beyond living memory.	remember the end of the First World War. Explain why an event from the past is significant.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
	Significant people	Some people in history are significant because they did important things that changed the world or how we live. Share stories and talk about significant people who lived in the past.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important.	Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual.	
Change	Changes over time	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
	British history	Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past.	Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history.	Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
	Chronology	Put familiar events in chronological order, using pictures and discussion.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order	Significant historical events, people and places in their own locality. Events beyond living memory that are significant nationally or globally