



Progression of Skills and Knowledge in History – EYFS and KS1

History Intent: *"The more you know about the past, the better prepared you are for the future." —Theodore Roosevelt*

At Earlsmead Primary School, our aim is that through the teaching of history, we will excite children's interests and understanding of the lives of people who lived in the past, as well as understanding how past events have impacted and changed our lives today. Pupils' knowledge, skills and values will be developed through Kapow's enriched History curriculum. Our pupils will develop a sense of chronology, enabling them to not only discover what shaped us as a nation but other key events that took place simultaneously in other parts of the world.

We aim to make children aware of historical figures and to know about significant events in British history and the wider world (British and ancient), appreciating how things have changed over time. We want to ensure that the children know how Britain developed as a society. We encourage pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. This equips pupils to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups, as well as their own identity and the challenges of their time.

At Earlsmead Primary School, we want all of our pupils to be historians. Our aim is for our curriculum to inspire pupils' curiosity to know more about the past, learn from different histories across the world and to apply these skills to be life-long learners and respectful global citizens. Our carefully selected units of enquiry will be enhanced and enriched by tasks that enthuse and engage our learners. We aim for key historical knowledge and skills to be taught, sought and caught as children progress through their Earlsmead years, and to foster a love of learning about the past by offering a range of opportunities to explore different periods of time.

Key Area	Year N	Year R	Year 1	Year 2
Units of Learning	<p>Understanding the World – People, Culture and Communities</p> <p>Black History Month</p> <p>Remembrance Day</p> <p>Bonfire night</p> <p>Changes in people – Similarities and differences</p> <p>King Charles in England</p>	<p>Spring 1 – A peak into the past.</p> <p>Summer 1 – Adventures through time.</p>	<p>Autumn 1 – How am I making history?</p> <p>Spring 1 – How have toys changed?</p> <p>Summer 1 – How have explorers changed the world?</p>	<p>Autumn 2 – How was school different in the past?</p> <p>Spring 2 – How did we learn to fly?</p> <p>Summer 2 – What is a monarch?</p>



Chronological Awareness

Key Area	Nursery	Reception	Year 1	Year 2
Knowledge	<p>Understanding the World – The Natural World</p>	<p>Development Matters:</p> <ul style="list-style-type: none"> - Know that things that have happened are in the past - Know some similarities and differences between things in the past and now. <p><u>ELG</u></p> <p>Past and present</p>	<ul style="list-style-type: none"> - Know that a timeline shows the order events in the past happened. - Know that we start by looking at 'now' on a timeline then look back. - Know that 'the past' is events that have already happened. - Know that 'the present' is time happening now. - Know that within living memory is 100 years 	<ul style="list-style-type: none"> - Know a decade is ten years. - Know that beyond living memory is more than 100 years ago. - Know that events in history may last different amounts of time.
Skills		<ul style="list-style-type: none"> - Discuss changes to self from birth to starting school. - Use and sequence pictures and objects to show changes 	<ul style="list-style-type: none"> - Sequence three or four events in own life (e.g. birthday, starting school, starting Y1). - Use common words and phrases for the passing of time (e.g. now, long ago, then, before and after). - Sequence three or four artefacts/photographs from different periods of time. - Match objects to people from different time periods. - Place events on a simple timeline - Record on a timeline a sequence of historical stories heard orally. 	<ul style="list-style-type: none"> - Sequence six artefacts on a timeline. - Sequence six photographs, focusing on the intervals between events. - Place events on a timeline, building on times studied in Year 1. - Begin to recognise how long each event lasted. - Know where people/events studied fit into a chronological framework. - Understand generation in a family context



History – Substantive (abstract) Concepts

	EYFS	Year 1	Year 2
Power (monarchy, government and empire)		<ul style="list-style-type: none">- Know that a timeline shows the order events in the past happened.- Know that we start by looking at 'now' on a timeline then look back.- Know that 'the past' is events that have already happened.	<ul style="list-style-type: none">- Know that a monarch is a king, queen, emperor or sultan- Begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy- Know that Britain was organised into kingdoms and these were governed by monarchs
Achievements and follies of mankind		<ul style="list-style-type: none">- Know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.)- Know some achievements and discoveries of significant individuals (e.g. explorers)	<ul style="list-style-type: none">- Begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel)- Know the legacy and contribution of some inventions (e.g. flight)- Be aware of the achievements of significant individuals (e.g. those involved with the history of flight)
Invasion, settlement and migration			



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Civilization (social and cultural)			
Trade			
Beliefs			



History – Disciplinary Concepts

Key Areas		EYFS	Year 1	Year 2
Change and Continuity	Knowledge	<ul style="list-style-type: none"> - Know that people change. 	<ul style="list-style-type: none"> - Know that people change as they grow older. - Know that throughout someone’s lifetime, some things will change, and some will stay the same. - Know that everyday objects have changed over time. 	<ul style="list-style-type: none"> - Know that daily life has changed over time but that there are some similarities to life today.
	Skills	<ul style="list-style-type: none"> - Identify changes that have happened to them. 	<ul style="list-style-type: none"> - Begin to look for similarities and differences over time in their own lives. - Describe simple changes and ideas/objects that remain the same. - Understand that some things changes while other items remain the same and some are new. 	<ul style="list-style-type: none"> - Identify similarities and differences between ways of life at different times. - Identify simple reasons for changes.
Cause and Consequence	Knowledge	<ul style="list-style-type: none"> - Know that objects can change 	<ul style="list-style-type: none"> - Know that everyday objects have changed as new materials have been invented. 	<ul style="list-style-type: none"> - Know that changes may come about because of improvements in technology.
	Skills	<ul style="list-style-type: none"> - Understand a change that has happened to an object. 	<ul style="list-style-type: none"> - Ask why things happen and begin to explain why with support. 	<ul style="list-style-type: none"> - Ask questions about why people did things, why events happened and what happened as a result. - Recognise why people did things, why events happened and what happened as a result.



Similarities and Differences	Knowledge	<ul style="list-style-type: none">- Know some similarities between things in the past and now drawing on their experiences and what has been read in class (ELG – Past and present)	<ul style="list-style-type: none">- Know that there are similarities and differences between their lives today and their lives in the past- Know some similarities and differences between the past and their own lives.- Know that people celebrate special events in different ways.- Know that everyday objects have similarities and differences with those used for the same purpose in the past	<ul style="list-style-type: none">- Know that there are explanations for similarities and differences between children's lives now and in the past.
	Skills	<ul style="list-style-type: none">- Identify things that have changed in their lives.- Identify things that have stayed the same in their lives.	<ul style="list-style-type: none">- Be aware that some things have changed and some have stayed the same in their own lives.	<ul style="list-style-type: none">- Know some things which have changes/stayed the same as the past.- Find out about people, events and beliefs in society.- Make comparisons with own lives.
Historical Significance	Knowledge	<ul style="list-style-type: none">- Know that some events are special.	<ul style="list-style-type: none">- Know that some people and events are considered more 'special' or significant than others.	<ul style="list-style-type: none">- Know that some events are more significant than others.- Know that 'historically significant' people are those who changes many people's lives.
	Skills	<ul style="list-style-type: none">- Share memories of things they have done with people that are special to them.	<ul style="list-style-type: none">- Recall special events in own lives.	<ul style="list-style-type: none">- Discuss who was important in a historical event.



Sources of Evidence	Knowledge	<ul style="list-style-type: none"> - Know that photographs can tell us about the past. 	<ul style="list-style-type: none"> - Know that photographs and artefacts can tell us about the past. - Know that we can find out about the past by asking people who were there. - Know that we remember some (but not all) of the events that we have lived through. 	<ul style="list-style-type: none"> - Know that we can find out about how places have changed by looking at maps. - Know that historians use evidence from sources to find out more about the past
	Skills	<ul style="list-style-type: none"> - Use a photograph to answer a simple question about the past. 	<ul style="list-style-type: none"> - Use artefacts, photographs and visits to museums to answer simple questions about the past. - Find answers to simple questions about the past using sources (e.g. artefacts). - Sort artefacts from then and now. 	<ul style="list-style-type: none"> - Use artefacts, photographs and visits to museums to ask and answer questions about the past. - Make simple observations about a source or artefact. - Use sources to show an understanding of historical concepts. - Identify a primary source.
Historical Interpretation	Knowledge	<ul style="list-style-type: none"> - Know that the past can be represented in photographs or stories. 	<ul style="list-style-type: none"> - Know that the past can be represented in photographs and artefacts. 	<ul style="list-style-type: none"> - Know that the past is represented in different ways.
	Skills	<ul style="list-style-type: none"> - Talk about a past event from a photograph or story. 	<ul style="list-style-type: none"> - Begin to identify different ways to represent the past (e.g. photos, stories). - Develop own interpretations from historical artefacts. 	<ul style="list-style-type: none"> - Recognise different ways in which the past is represented (including eye-witness accounts) - Compare pictures or photographs of people or events in the past - Develop own interpretations from photographs and written sources



History – Historical Enquiry

Key Areas		EYFS	Year 1	Year 2
Posing Historical Questions	Skills	<ul style="list-style-type: none">- Ask how and why questions about events in stories.	<ul style="list-style-type: none">- Ask how and why questions based on stories, events and people.- Ask questions about sources of evidence (e.g. artefacts).	<ul style="list-style-type: none">- Ask a range of questions about stories, events and people.- Understand the importance of historically valid questions.- Evaluate how reliable a source is.
Gathering, organising and Evaluating Evidence	Skills	<ul style="list-style-type: none">- Use sources of information, including stories to find out about the past.	<ul style="list-style-type: none">- Use sources of information, such as artefacts, to answer questions.- Draw out information from sources.- Make simple observation about the past from a source.	<ul style="list-style-type: none">- Understand how we use books and sources to find out about the past.- Use a source to answer questions about the past.- Evaluate the usefulness of sources to historical enquiry.- Select information from a source to answer a question.



Interpreting findings, Analysing and Making Connections	Skills	<ul style="list-style-type: none">- Make an observation linked to a source of information, including stories.	<ul style="list-style-type: none">- Interpret evidence by making simple deductions.- Make simple inferences and deductions from sources of evidence.- Describe the main features of concrete evidence of the past or historical evidence (e.g., pictures, artefacts and buildings).	<ul style="list-style-type: none">- Make links and connections across a unit of study.- Select and use sections of sources to illustrate and support answers.
Evaluating and Drawing Conclusions	Skills	<ul style="list-style-type: none">- Answer a given question linked to a past event.	<ul style="list-style-type: none">- Draw simple conclusion to answer a question.	<ul style="list-style-type: none">- Make simple conclusions about a question using evidence to support.
Communicating Findings	Skills	<ul style="list-style-type: none">- Use vocabulary associated with the past including yesterday, last week and last year to talk about the past.	<ul style="list-style-type: none">- Communicate findings through discussion and timelines with physical objects/ pictures.- Use vocabulary such as - old, new, long time ago.- Discuss and write about past events or stories in narrative or dramatic forms • Express a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.)	<ul style="list-style-type: none">- Communicate answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).- Use relevant vocabulary in answers.- Describe past events and people by drawing or writing.- Express a personal response to a historical story or event through discussion, drawing or writing



	Nursery and Reception	Year 1	Year 2
Key Vocabulary	<p>History</p> <p>now</p> <p>baby</p> <p>change</p> <p>child</p> <p>different</p> <p>old</p> <p>order</p> <p>past</p> <p>photograph</p> <p>present</p> <p>similar</p>	<p>Year</p> <p>decade</p> <p>century</p> <p>modern</p> <p>timeline</p> <p>date</p> <p>order</p> <p>similar</p> <p>different because</p> <p>living</p> <p>time</p> <p>memories drawing photograph camera detective</p> <p>opinion</p> <p>artefact</p> <p>What...? When...? Where...?</p> <p>clue</p> <p>recent</p>	<p>ancient</p> <p>the older generation</p> <p>chronological order era/period</p> <p>diary</p> <p>significant</p> <p>rescue</p> <p>danger</p> <p>survive</p> <p>investigate</p> <p>research</p> <p>evidence</p> <p>historians</p> <p>experts</p> <p>letters</p> <p>newspapers websites</p> <p>importance</p> <p>significance</p>



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