

EYFS History Skills Progression

Children in Year R will develop skills through the *Understanding the World* area from the EYFS curriculum. These will be taught across all topics, with a focus in *All About Me* and *Traditional Tales*.

- To be able to talk about how they have changed since they were a baby.
- To be able to talk about the changes they observe in their environments.
- To be able to talk about different experiences.
- To be able to talk about past and upcoming events with their immediate family.
- To be able to listen to stories and begin to develop an understanding of past and present.

Trips/Visits: Fire Brigade

KSI History Skills Progression

Coverage	Year 1	Year 2
Areas of Study	Events beyond living memory that are significant nationally or globally: <i>The Great Fire of London</i> 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: <i>the Wright Brothers, Amelia Earhart</i> (also mention of other women pilots Bessie Coleman, Hilda Hewlett, Harriet Quimby) Changes within living memory. How travel has changed - <i>Toys / Seaside</i>	
Chronological Understanding	Children should be able to talk about some changes within living memory. Changes in personal life. Sequence objects identifying old and new. Recognising passing of time e.g. home time, lunchtime, yesterday, today, a long time ago. Know the difference between the past and the present.	Children should be able to put some key historical events into chronological order e.g. <i>The Great Fire of London</i> or <i>the History of Flight</i> Know the difference between the past and the present and plot onto a simple timeline. Sequence main points of a significant event or a famous person's life e.g. <i>Samuel Pepys</i> or <i>Amelia Earhart, Neil Armstrong</i>

	To understand that some things happened before they were born and some things happened a long time before they were born i.e. dinosaurs, The Great Fire of London.	
Events, Individuals and local history.	Children will begin to develop a knowledge of significant events beyond living memory i.e. The Great Fire of London or the first flight Start to talk about how things were in years gone by. To talk about similarities and differences between ways of life in different periods. To talk about the lives of significant individuals. To be aware of significant historical events, people and places in their own locality.	Children develop an understanding of different events from history. To start to talk about how life was different in these periods. To compare and contrast ways of life at different times. To start to understand the effects of the lives of significant individuals. To be able to talk about significant historical events, people, places locally and nationally.
Historical Sources/Interpretation	Children should begin to understand how we learn from the past Use parts of stories to understand the features of a key event. Look at books, digital content, photographs, pictures and artefacts to find out about the past.	Children will begin to talk about how we learn about the past Understand that things are represented in different ways (sources) e.g. pictures, models and artefacts. With support use sources to find the answers to questions. Look at books and pictures, stories, photographs, historical buildings and the internet to find out about the past.
Communication and Organisation Children will be able to ask and answer questions	Ask questions of the teacher. Talk, write and draw about things from the past Use timelines to order events or objects	Ask questions to discuss as a class. Ask and respond to questions about the world and ask about why things happen. With support, decide how to find the answers to questions. Describe people, objects or events. Use timelines to order events or objects or place significant people.

Key Vocabulary	• after • before • describe • long ago • now • past • present • sources • timeline	• artefacts • centuries • chronological • compare • contrast • decades • describe • King • long ago • monarch • nation • Parliament • past • present • sources • timeline
Topic related vocabulary	• axe • burning • cart • destroyed • diary • fire hook • fireman • leather bucket • Pudding Lane • River Thames • Samuel Pepys	• axe • burning • cart • destroyed • diary • fire hook • fireman • leather bucket • Pudding Lane • River Thames • Samuel Pepys

	• Tower of London	• Tower of London
Useful websites and other information	http://www.fireoflondon.org.uk/minecraft/ https://www.bbc.co.uk/bitesize/articles/zdcskmn https://teachers.thenationalacademy/units/how-have-peoples-lives-changed-in-living-memory-e32c	
Trips or visits	History off the Page - London African Activities Workshop - Africa Amberley Working Museum - Travel and Transport British Wildlife Centre - Animals and Habitats Pizza Express - Healthy Lifestyles	