



# Curriculum Skills and Progression Map

## History

Early Years Foundation Stage	Key Stage One
<p><b>Understanding the World</b> <b>3- and 4-Year-Olds</b></p> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul> <p><b>Reception</b></p> <ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul> <p><b>Early Learning Goal</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>	<p><b>Key Stage One</b></p> <ul style="list-style-type: none"><li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li><li>• Events beyond living memory that are significant nationally or globally, for example the Great Fire of London, or events commemorated through festivals or anniversaries.</li><li>• 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 or Christopher Columbus and Neil Armstrong,</li><li>• Significant historical events, people, and places in their own locality</li></ul>

	Historical Interpretations	Historical Investigations	Chronological Understanding	Knowledge and Understanding of Events, People and Changes in the Past	Presenting, Organising and Communication
Early Years Foundation Stage	<ul style="list-style-type: none"> <li>Look closely at changes between their lives and the lives of their grandparents.</li> <li>Ask and answer 'how' and 'why' questions about their own experiences.</li> <li>Talk about images of situations from their own past</li> </ul>	<ul style="list-style-type: none"> <li>Handle and observe artifacts from the past and talk about what they might have been used for</li> <li>Ask and answer questions about different objects.</li> <li>Talk about characters from the past when looking at stories.</li> <li>Explore different settings from the past</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and recall/relive past experiences and retell a simple past event in the correct order.</li> <li>Use past forms accurately when talking about events that have happened.</li> <li>Understand the past through sequencing stories and events</li> </ul>	<ul style="list-style-type: none"> <li>Remember and talk about significant events and experiences in their own lives and in the lives of family members.</li> <li>Talk about their own family including grandparents and siblings.</li> <li>Learn about significant events and people from the past through stories, videos, and role play.</li> </ul>	<ul style="list-style-type: none"> <li>Uses everyday language related to time: e.g., then, next, yesterday, last year.</li> <li>Talk about people around them and how they contribute to society</li> </ul>
Key Stage One	<ul style="list-style-type: none"> <li>Begin to identify different ways to represent the past (e.g., photos, stories, adults talking about the past)</li> <li>Demonstrate knowledge and understanding of events beyond living memory through</li> </ul>	<ul style="list-style-type: none"> <li>Offer a plausible explanation about what an object was used for in the past.</li> <li>Observe or handle a source/artefact – ask why, what, who, how, where to ask questions and find answers.</li> <li>Discuss, ask, and</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events, artefacts, or pictures in chronological order (e.g., from different time periods) within their life.</li> <li>Sequence a collection of artefacts, pictures, and events from a period in history studied and begin to</li> </ul>	<ul style="list-style-type: none"> <li>Begin to describe similarities and differences in artefacts and pictures from the past and present e.g., spot old and new things in a picture.</li> <li>Describe how people, places and events have changed over</li> </ul>	<ul style="list-style-type: none"> <li>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</li> <li>Communicate about things from the past through drawing drama, role play,</li> </ul>

	<p>simple recording, using texts and drawings.</p> <ul style="list-style-type: none"> <li>• Answer questions using an artefact/photograph provided, including an event beyond living memory.</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> <li>• Start to compare two versions of a past event.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction</li> </ul>	<p>answer questions about old and new objects.</p>	<p>recall dates of important festivals or celebrations.</p> <ul style="list-style-type: none"> <li>• Describe memories of key events in lives and order chronologically on a mini timeline.</li> <li>• Sequence pictures from different periods</li> <li>• Describe memories and changes that have happen in their own lives.</li> <li>• Use vocabulary and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</li> </ul>	<p>time.</p> <ul style="list-style-type: none"> <li>• Describe changes in the local area during their own lifetime and that of their parents and grandparents.</li> <li>• Describe significant individuals from the past.</li> <li>• Recount the life of someone famous from Britain who lived in the past using different resources to help them.</li> <li>• Understand that there are reasons why people in the past acted as they did.</li> <li>• Know and recount episodes from stories and significant events in history</li> </ul>	<p>writing (e.g., reports, labelling, simple recount) and ICT.</p> <ul style="list-style-type: none"> <li>• Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time in their historical learning.</li> <li>• Use historical vocabulary to retell simple stories about the past</li> </ul>
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