



Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage children are expected to:

EYFS	KS1	KS2
<p><u>Understanding the world - People and Communities</u> 30-50 months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Developing an understanding of growth, decay and changes over time.</p> <p>40-60 months Looks closely at similarities, differences, patterns and change.</p> <p><u>ELG Understanding the world - People and Communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><u>ELG Understanding the world – The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements.</p> <ul style="list-style-type: none"> • scientists such as Isaac Newton or Michael Faraday, • reformers such as Elizabeth Fry or William Wilberforce, • medical pioneers such as William Harvey or Florence Nightingale, • creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. <p>Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Roman Empire and its Impact on Britain. Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo Saxon struggle for the Kingdom of England.</p> <p>A local history study.</p> <p>A study of a theme in British history.</p> <p>Early Civilizations achievements and an in-depth study of one of the following:</p> <ul style="list-style-type: none"> • Ancient Sumer • The Indus Valley • Ancient Egypt • The Shang Dynasty • Ancient Greece • <p>A non- European society that contrasts with British history chosen from:</p> <ul style="list-style-type: none"> • Early Islamic Civilization • Mayan Civilization • Benin. <p>History of interest to pupils *</p> <p><i>Items marked * are not statutory.</i></p>

Area of skill as identified in the curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Sequence events in their life.	Sequence artefact closer together in time.	Place the time studied on a timeline, compare where	Place the time studied on a timeline, compare where	Place the time studied on a timeline, compare where this fits in to topics previously	Place the time studied on a timeline, compare where this fits in to topics



	<p>Develop a simple awareness of the past. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. Place events on a simple timeline</p>	<p>Check accuracy using books/ICT. Sequence photographs from different periods of their life. Place events on a simple timeline, adding times previously studied.</p>	<p>this fits in to topics previously studied. Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</p>	<p>this fits in to topics previously studied. Use terms related to the period and begin to date events. Understand more complex Historical terms e.g. BC/AD/CENTURY Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</p>	<p>studied to provide a greater Historical perspective. Gain greater Historical perspective by placing their growing knowledge into different contexts. Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. Make comparisons between different times in the past. Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</p>	<p>previously studied to provide a greater Historical perspective. Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance. Sequence previously studied topic on a timeline to gain greater Historical perspective. Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied.</p>
<p>Range and depths of Historical Knowledge</p>	<p>Recognise the difference between past and present in their own life and the lives of others. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about simple similarities and differences between life at different times.</p>	<p>Recognise why people did things, why events happened and what happened as a result. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about similarities and differences between ways of life in different periods.</p>	<p>Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have wanted to do something.</p>	<p>Use evidence to reconstruct life in the time studied. Identify key features and events of time studied. Look for links and effects in the time studied. Offer a reasonable explanation for some events.</p>	<p>Study different aspects of different people - differences between men and women. Examine causes and results of great events and the impact on people. Compare life in 'early' and 'late' times studies. Compare an aspect of life with the same aspect in another period.</p>	<p>Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.</p>
<p>Interpretation of History</p>	<p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p>	<p>Compare 2 versions of a past event. Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p>	<p>Identify and give reasons for the different ways in which the past is represented. Distinguish between different sources - compare different versions of the same story. Note connections in Historical periods studied.</p>	<p>Look at and evaluate the evidence available. Begin to evaluate the usefulness of different sources. Note connections in Historical periods studied. Use text books and own growing Historical knowledge to gain a better perspective.</p>	<p>Compare different accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations - fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.</p>



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Progression Skills Document – History

	Compare adults talking about their past - How reliable are their memories?	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.	Note connections and cause and effect in Historical periods studied. Look at representations of the period e.g. Museum, cartoons etc.			Confidently use the library and internet for research.
Historical enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts. Ask and answer simple Historical questions.	Handle sources and evidence to ask and answer questions about the past on the basis of simple observation Ask and answer appropriate Historical questions, using their growing Historical knowledge.	Use a range of sources to find out about a period. Observe small details - artefacts, pictures. Select and record information relevant to the study. Use the library and the Internet for own personal research. Ask and answer simple questions	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask and answer a variety of questions. Use the library and the internet for own personal research. Answer and begin to devise own Historically valid questions.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance
Organisation and communication	Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. Use simple terms to talk about the passing of time.	Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT. Use simple terms to talk about the passing of time.	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information. Use Historically accurate terms to talk about the passing of time.	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT. Construct own responses beginning to select and organise relevant Historical information. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	Recall, select and organise historical information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant Historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
Key Vocabulary						



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