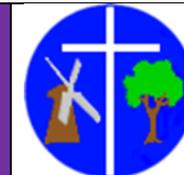


History Skills Progression – EYFS & Key Stage 1



Skills	EYFS Implementation	Year 1 Implementation	Year 2 Implementation	Impact
Understanding Of Historical Interpretations	<p>Children are beginning to make sense of their own life story and family history. Children are beginning to understand the concepts of past, present and future.</p> <p>With adult guidance, children use sources such as photos and artefacts to find out about the past.</p>	<p>Children are starting to compare two versions of past events.</p> <p>With adult guidance, children start using a wider range of sources to find out about the past.</p>	<p>Children are starting to understand there can be multiple versions of the same event from the past.</p> <p>Children start to use a range of sources to distinguish between fact and fiction.</p>	<p>Children begin their learning journey in History by considering the difference between past and present. They consider their own babyhood and present status as four-year-olds in Reception. Once that concept is solidified, children can start using sources to find out about the past.</p> <p>Children leave Key Stage 1 with an understanding that the past can be reconstructed from historical evidence.</p>
Asking Historical Questions	<p>Children experience handling historical artefacts, including sorting into old and new, and as a result ask curious questions.</p>	<p>Children experience handling historical artefacts and ask simple questions about the past based on their observations of the evidence.</p>	<p>With adult guidance, children ask simple questions which can be addressed with an historical investigation.</p>	<p>Children have had experience of handling different kinds of historical artefacts. This experience has shown them that they can use evidence to ask and investigate historical questions.</p>

Chronological Understanding	<p>Children sequence pictures from different periods with adult guidance.</p> <p>Children describe their own memories of their past.</p> <p>Children use simple appropriate vocabulary e.g. new, newest, old, oldest.</p>	<p>Children sequence dates on a simple timeline with adult guidance.</p> <p>Children know where the people and events they are studying fit into a simple timeline.</p> <p>Children use appropriate vocabulary e.g. new, newest, old, oldest, before, after, earliest, latest.</p>	<p>Children can sequence artefacts and events on a timeline with minimal adult support.</p> <p>Children know where the people and events they are studying fit into a timeline.</p> <p>Children use appropriate vocabulary e.g. new, newest, old, oldest, before, after, earliest, latest, past, present, future, century, modern, medieval, period.</p>	<p>Children start by gaining a solid understanding of how simple events can be placed on a timeline, so that when they reach Key Stage 2, they are confident in their chronological understanding.</p>
Knowledge & Understanding Of People & Events In The Past	<p>Children can recount information from historical stories with adult support.</p>	<p>Children can recount information from historical stories.</p> <p>Children can explain how some things in the past were different than they are today.</p>	<p>Children can recount some significant events and people from history.</p> <p>Children understand there are reasons why people in the past acted as they did.</p>	<p>Children begin with very simple historical stories about their own lives. Across Key Stage 1, this develops from a simple understanding of e.g. why toys were different in the past, to a richer understanding of e.g. what happened at the Battle of Hastings and who William the Conqueror was.</p>

Presenting, Communicating & Organising	<p>Children’s ideas, writing, pictures and photos of activities can be recorded in their writing books and class floor book. Some of these pieces of writing etc might represent independent work during continuous provision, and some will be adult led pieces of work delivered in small groups.</p>	<p>Children move towards more formal writing, though this is still adult led. Children write in simple terms, with correct historical vocabulary, about things from the past.</p>	<p>Children can independently write simple pieces of information about the past.</p>	<p>Children begin in a strongly adult led environment, while being given opportunities during continuous provision to explore new concepts and information.</p> <p>Children finish Key Stage 2 able to write simple pieces of historical information independently.</p>
Knowledge Of Substantive Concepts & Vocabulary	<p>Grandparents Ancestors Family tree Technology</p>	<p>Grandparents Technology Development Old-fashioned</p>	<p>King Country Society Invasion War Battle Peace Protection Monument</p>	<p>Children begin very simply in terms of substantive concepts, with a focus on their own lives and family. After that, they have the opportunity to discover some interesting things about the moon landings.</p> <p>Children finish Key Stage 1 having learnt about a significant number of substantive concepts.</p>
Knowledge Of Continuity & Change	<p>Children understand that they are not the same as they were when they were babies.</p> <p>Children understand that sometimes really big changes happen which make the world a different place e.g. the moon landings.</p>	<p>Children begin to distinguish between old and new, using physical artefacts e.g. toys.</p> <p>Children understand that some things change over time.</p>	<p>Children can identify old and new things using historical sources in various formats.</p> <p>Children understand that some things change over time, but also some things stay almost the same.</p>	<p>Children gain a solid understanding of the concepts of change and continuity, so when they start Key Stage 2 they are ready to start exploring the causes of change and continuity in more analytical depth.</p>

Knowledge Of Cause & Consequence	Children start with an explanation that a cause makes something happen and a consequence happens because of something else. At this point children have very limited understanding of these concepts.	With increased practice, children start to become more confident in their understanding of the concepts of cause and consequence.	Children begin to be able to distinguish between causes and consequences with adult support.	Lots of practise with these concepts will mean children finish Key Stage 1 with an ability to distinguish between causes and consequences, meaning they are ready to move on to a more analytical approach to investigating cause and consequence.
Knowledge Of Similarities & Difference	Children can identify how they are different at four years old than when they were babies.	Children can identify similarities and differences between their own toys and the toys of their parents, grandparents and great-grandparents.	Children are starting to understand that during the same period of time, life was different for rich and poor, men and women, old and young.	At the end of Key Stage 1, children understand that one of their skills as an historian is to identify similarities across, and between, historical periods.
Understanding Of Historical Significance	Children can explain at least one important historical event e.g. the moon landings.	Children can talk about why a person was important e.g. Black History Month.	Children can explain why a historical figure was important e.g. William the Conqueror. Children can explain why an historical event was important e.g. the Battle of Hastings.	Children have an understanding that throughout history there have been significant people and events which changed the status quo. Children begin Key Stage 2 ready to analyse which events and people are most significant than others, and why.