

History Key Stage One-Progression of Skills

EYFS

EYFS Area of learning: Understanding the world

Early Learning Goals: Past and Present

Through child led Topics and the learning environment children will be encouraged to talk about the lives of the people around them and their roles in society; they will explore some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; and will explore the past through settings, characters and events encountered in books read in class and storytelling.

National Curriculum KSI Knowledge	Year 1	Year 2
<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> School days – understand how school has changed within living memory through talking to older people and how this has changed. 	<ul style="list-style-type: none"> London's Burning! Changes to London because of the Great fire- what London is like now and why. E.g. wide streets and brick houses Changes to monarchs, including Queen Victoria, Queen Elizabeth and King Charles

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<ul style="list-style-type: none"> ● events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] 	<ul style="list-style-type: none"> ● Up, Up and Away! The first aeroplane flight/first moon landing. Children will gain an understanding of key facts about the events including: <ul style="list-style-type: none"> -When they happened - Where they happened -Key people involved 	<ul style="list-style-type: none"> ● London's Burning! Children will gain an understanding of: <ul style="list-style-type: none"> - Where it happened and when - How the fire spread and why - What changed after the fire ● Dinosaur Discovery! The discovery of fossils and how that helped us understand the past. ● Changes within the monarchy before King Charles
<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Queen Victoria study as part of school days compare to today. ● The Wright brothers- the first flight. ● Neil Armstrong- the first moon landing. ● Mary Seacole and/or Florence Nightingale as significant women in History 	<ul style="list-style-type: none"> ● Samuel Pepys and his diary which helped us understand what life was like during the Great Fire of London ● Mary Anning – a significant woman: fossil discovery. ● Queen Victoria and Queen Elizabeth
<ul style="list-style-type: none"> ● significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> ● Children will gain an understanding how our school has changed over the years and make comparisons to their school today. ● Local history study: Finsbury Health Centre, Study of our own school's history, Buckingham palace- Queen Victoria, The ragged school museum, History of London's underground 	<ul style="list-style-type: none"> ● Children will understand how London has changed over the years, explore the Tower of London and/or The River Thames

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<p>Chronology</p>	<ul style="list-style-type: none"> • Sequence events in chronological order using the terms past, present, then and now • To begin to identify photos from different periods taught. 	<ul style="list-style-type: none"> • Sequence events in chronological order using the terms past, present, then, now, before and after • Identify periods that happened in a different decade or century • To sequence photos from different periods.
<p>Research and Interpretation</p>	<ul style="list-style-type: none"> • Observe or handle evidence to find answers to questions about the past. • Ask questions such as: What happened? • Use artefacts, pictures, stories, online sources to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and data to find out about the past. • Understand that there are different evidence sources to find out about the past e.g. In the Great Fire: Samuel Pepys' diary and artists' interpretations (understanding the historical context – no cameras) fossils.

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Vocabulary

- Past, present, older, newer, then, now, same, different
- Use words and phrases such as: a long time ago, recently, when my parents were children, years, to describe the passing of time.
- Use days, weeks and months to describe when events happened.

- Past, present, older, newer, then, now, same, different, before, after,
- decades and centuries
- Artefact
- Pre-historic, dinosaur, fossil, extinct, period, excavate.