

# Stapleford Abbotts Primary Academy - History Curriculum Progression Document EYFS and KS1

<b>EYFS</b>	<b>PreSchool</b>	<b>Reception</b>
	<ul style="list-style-type: none"> <li>- Begin to make sense of their own life-story and family's history.</li> </ul>	<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 Goals</b></p> <p>Pupils should be taught to:</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>	
<b>Chronological Understanding</b>	<b>Year 1</b>	<b>Year 2</b>
	<p><u>National Curriculum</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- An awareness of the past using common words and phrases using the passing of time.</li> <li>- Know where the people and events they study fit within a chronological framework.</li> <li>- Use a wide vocabulary of everyday historical terms.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Use simple timelines to sequence processes, events, objects within their own experience.</li> <li>- More confident in use of terms old and new.</li> <li>- Uses terms then and now correctly and is comfortable with the term the past.</li> <li>- Understands that the world was different in the olden days.</li> <li>- Can follow logic of fiction titles.</li> </ul>	<ul style="list-style-type: none"> <li>- Can sequence within clock and calendar time;</li> <li>- Can sequence parts of more complex story where action takes place over long period of time.</li> <li>- Children realise that we use dates to describe events in time e.g. 1666 for the Great Fire of London.</li> <li>- Children can use phrases such as 'over three hundred years ago' in their writing (not necessarily because they grasp what that interval of time means but because they know historians use dates and phrases to mark the passing of time</li> </ul>

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<b>Past events, people and changes in the past</b>	<b>Year 1</b>	<b>Year 2</b>
	<u>National Curriculum</u> Pupils should be taught to:	
	<ul style="list-style-type: none"> <li>- Identify similarities and differences between ways of life in different periods.</li> <li>- Can give simple reason/consequences why a real person acted as they did in an historical situation.</li> <li>- Recall some facts about people/events before living memory.</li> </ul>	<ul style="list-style-type: none"> <li>- Can give clear explanation of an important event, offering 2 or 3 reasons why an event took place.</li> <li>- Children give a few reasons for more complex human actions.</li> <li>- Use information to describe the past.</li> </ul>
<b>Historical interpretation</b>	<b>Year 1</b>	<b>Year 2</b>
	<u>National Curriculum</u> Pupils should be taught to:	
	<ul style="list-style-type: none"> <li>- Understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>- Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</li> </ul>
<b>Historical Inquiry</b>	<b>Year 1</b>	<b>Year 2</b>
	<u>National Curriculum</u> Pupils should be taught to:	
	<ul style="list-style-type: none"> <li>- Ask and answer questions</li> <li>- Identify different ways in which the past is represented.</li> <li>- Explore events, look at pictures and ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented. ■ Ask questions about the past. ■ Use a wide range of information to answer questions.</li> </ul>
<b>Organisation and Communication</b>	<u>National Curriculum</u> Pupils should be taught to:	
	<ul style="list-style-type: none"> <li>- Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Sort events or objects into groups.</li> <li>- Use timelines to order events or objects.</li> <li>- Tell stories about the past.</li> <li>- Talk, write and draw about things from the pas</li> </ul>	<ul style="list-style-type: none"> <li>- Describe objects, people or events in history.</li> <li>- Use timelines to order events or objects or place significant people.</li> <li>- Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</li> </ul>