

St Philips EYFS/KS1 History Skills/Knowledge Progression Map



Historical Knowledge: Constructing the past	EYFS	Year 1	Year 2
Study knowledge of and can recall key information and characteristic features of historical periods.	In discussion, children can talk about the lives of the people around them and their roles in society.	In discussion, can recall some of the key events and people associated with themes studied within family, local, national and global history, e.g. within the history of flight or the development of railways. Descriptions of the above demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.	Can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history, e.g. the Gunpowder Plot and the Great Fire of London. Descriptions of the above demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.
Historical Knowledge: Sequencing the past	EYFS	Year 1	Year 2
Know where people and events fit within a chronological framework.	Children can know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic, e.g. events related to family life in the past in correct order.	Can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied, e.g. seaside holidays in the past in the correct order. Begin to explain why they have placed the items in this sequence.
Develop awareness of the past, using common words and phrases relating to the passing of time.	Express their ideas and feelings about their experiences using full	Begin to use a range of common words relating to the passage of time, e.g related to a discussion of their grandparent's pupilhood, e.g.	Can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to

	sentences, including use of past, present and future tenses.	now, then, new old, when, before, etc. Demonstrate a secure understanding of the words used. Will require little prompting to use these words.	use more complex terms, e.g. last century, decade, and those related to time periods. Demonstrate secure understanding of the terms used. Independently use the terms appropriately.
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<i>History Concepts: Change and Development/Similarity and Difference</i>	EYFS	Year 1	Year 2
Identify similarities and differences between ways of life in different periods/times.	Compare and contrast characters from stories, including figures from the past.	Can identify independently a range of similarities, differences and changes within a specific time period, e.g. between early and modern trains or aeroplanes.	Can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics, e.g. between holidays at different times in the past and today. May begin to demonstrate an understanding of which are the most important differences and why.

<i>History Concepts: Cause and Effect</i>	EYFS	Year 1	Year 2
Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Can identify at least one relevant cause for, and effect of, several events covered, e.g. of the development of flight or of the railways.	Can identify several causes and effects of events covered, e.g. the Great Fire of London and The Gunpowder Plot. Will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place.

History Concepts: Significance and Interpretations	EYFS	Year 1	Year 2
Understand some of the ways in which they can find out about the past and identify different ways it is represented.	Can understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>Demonstrate through examples and discussion an understanding of the term 'significance'.</p> <p>Can give some valid reasons why someone or something is significant, e.g. an explorer making an important discovery.</p> <p>Will begin to make connections between significant events or people, e.g. the explorers studied.</p>	<p>Can give a broad range of valid reasons why someone or something is significant.</p> <p>Demonstrate a secure understanding of the term significance.</p> <p>Can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.</p> <p>Can make valid connections and judgements between significant events or people, e.g. why one of our local heroes is more worthy of study than another.</p>

Historical Enquiry: Planning and Carrying out a Historical Enquiry	EYFS	Year 1	Year 2
Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<p>Can plan a small enquiry by asking relevant questions.</p> <p>Can find relevant information to answer questions using at least one story and another type of source, e.g. 'Which are the most significant explorers?'</p> <p>Can use appropriate historical vocabulary.</p>	<p>Can pose a range of valid questions independently.</p> <p>Can find relevant information from more than one source to confidently answer these questions. e.g. to answer 'Why we should remember a local hero?'</p> <p>Can use a range of appropriate vocabulary in both their questions and answers.</p>

Historical Enquiry: Using Sources as Evidence	EYFS	Year 1	Year 2
Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Children will begin to make sense of their own life-story and family's history. Images of familiar situations in the past, such as homes, schools, and transport will be shown.	Can extract some information from more than one type of source to find out about an aspect of the past. e.g. about their grandparent's childhood. These sources could include written, visual, oral sources and artefacts including the environment.	Can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions, e.g. about a local hero. Demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.

St Philip's uses Rising Stars History curriculum materials