








Brough Primary School – Progression in History Skills in EYFS & KS1




Information given is for each of the three phases, including historical skills and school wide history topics (see separate file for assessment opportunities).

EYFS		Years 1 and 2				
<u>Early Learning Goals</u> <u>Understanding the World- Past and Present</u> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.		<u>Key Stage 1 National Curriculum</u> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally; - 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; - Significant historical events, people and places in their own locality.				
<u>Historical Skills</u>						
Chronology	Sources of Evidence	Similarities and Differences	Historical Enquiry	Analyse and Evaluate the Past	Cause and Consequence	Historical Significance
						

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	<u>EYFS- Phase 1</u>		<u>Phase 2- Years 1 and 2</u>			
Chronology 	<ul style="list-style-type: none"> • Use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time. • Talk about present events. • Know the difference between past and present events in their own lives. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>family, parents, grandparents, new, old, years ago, before, after, birthday, month, calendar, next, same, different, change.</i> 		<p><u>Chronology-</u></p> <ul style="list-style-type: none"> • Order events or artefacts in chronological order (using a timeline). • Extend knowledge of chronology by ordering topic events beyond living memory. <p><i>Changes within living memory</i></p> <ul style="list-style-type: none"> • <i>Changes within their lifetime (events from birth-now)</i> • <i>Transport</i> • <i>Aircraft development over time (link to Amy Johnson)</i> • <i>Housing materials / fire brigade (link to the Great Fire of London)</i> <p><i>Events beyond living memory that are significant nationally or globally</i></p> <ul style="list-style-type: none"> • <i>The Extinction of Dinosaurs</i> • <i>The Great Fire of London</i> • <i>Guy Fawkes & the Gunpowder Plot</i> • <i>The First Flight (link to Amy Johnson)</i> 			

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		<u>Key Vocabulary</u> ❖ <i>Long ago, modern, recent, similar, decade, century, timeline, ancient, old fashioned, traditional, invention, timeline, order, living memory.</i>
	<u>EYFS- Phase 1</u>	<u>Phase 2- Years 1 and 2</u>
Sources of Evidence 	<ul style="list-style-type: none"> • Use story books to understand the past through settings, characters and events. • Begin to use some artefacts to show how we can begin to learn about the past. <u>Key Vocabulary</u> ❖ <i>Role play, past, present, old, new, question, find out.</i>	<u>Historical Sources-</u> <ul style="list-style-type: none"> • Use primary sources to learn about significant historical events. • Find answers to simple questions about the past using a variety of sources. <p><i>*All KS1 units of work will include opportunities to use sources of evidence to support learning about the past.</i></p> <u>Key Vocabulary</u> ❖ <i>Sources, evidence, photographs, interview, letters, fact, opinion, artefacts.</i>
Similarities and Differences	<ul style="list-style-type: none"> • Talk about past events that are similar. 	<u>Similarities and Differences-</u> <ul style="list-style-type: none"> • Identify and describe a range of similarities, differences and changes within a specific time period. • <i>The Great Fire of London / fire safety today.</i> • <i>Transport changes over time.</i> • <i>First flight / flight today.</i>

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	<ul style="list-style-type: none"> • Begin to give reasons why people's lives were different in the past. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Past, present, similar, different, changes.</i> 	<ul style="list-style-type: none"> • <i>The Extinction of Dinosaurs- life before / after</i> • <i>Explorers- Comparison between Christopher Columbus & Neil Armstrong.</i> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>similarity, difference, change, comparison, explanation, evidence.</i>
	<p><u>EYFS- Phase 1</u></p>	<p><u>Phase 2- Years 1 and 2</u></p>
<p>Historical Enquiry</p> 	<ul style="list-style-type: none"> • Ask questions about people who are familiar to them. • Ask questions to find out more about the different ways of life in the past. <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Questions, answers, find out, What happened before / after?</i> 	<p><u>Historical Enquiry-</u></p> <ul style="list-style-type: none"> • Ask and answer questions about the past. • Choose and use parts of stories and other sources to show that they know and understand key features of events. <p><i>*All KS1 units of work will include opportunities to enquire about the past (ask and answer questions, using sources to support understanding).</i></p> <p><u>Key Vocabulary</u></p> <ul style="list-style-type: none"> ❖ <i>Questioning, answers, investigate, explore, examine, study, inspect, explain.</i>

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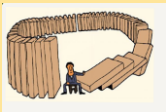

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<p>Analyse and Evaluate the Past</p>  		<p><u>Analyse and Evaluate the Past-</u></p> <ul style="list-style-type: none"> Consider what we can learn from a historical event, individual or period of history (evaluate). <i>The Extinction of Dinosaurs</i> <i>The Great Fire of London</i> <i>Explorers- Christopher Columbus & Neil Armstrong</i> <p><u>Key Vocabulary</u></p> <p>❖ <i>Period (of history), achievements, historical figure, affected, compare, significant, evaluate, explain.</i></p>
	<p><u>EYFS- Phase 1</u></p>	<p><u>Phase 2- Years 1 and 2</u></p>
<p>Cause and Consequence</p>		<p><u>Cause and Consequence-</u></p> <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. <i>The Extinction of Dinosaurs (why this happened)</i> <i>The Great Fire of London (what happened as a result)</i> <p><u>Key Vocabulary</u></p> <p>❖ <i>Why?, events, cause, consequence, actions, future.</i></p>

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<p>Historical Significance</p> 		<p><u>Historical Significance-</u></p> <ul style="list-style-type: none"> Understanding why people may be considered historically significant today. <p><i>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.</i></p> <p><i>Significant historical events, people and places in their own locality.</i></p> <ul style="list-style-type: none"> <i>Guy Fawkes & the Gunpowder Plot</i> <i>Samuel Pepys (The Great Fire of London)</i> <i>Christopher Columbus and Neil Armstrong (famous explorers)</i> <i>Amy Johnson (the achievements of a solo female pilot)</i> <i>Queen Elizabeth II (the opening of the Humber Bridge)</i> <p><u>Key Vocabulary</u></p> <p>❖ <i>Significant, contribution, achievements, result (as a result of...).</i></p>