



**Christ the King Progression in Skills in
History EYFS and KS1**

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
Chronology	<p><i>Children in the EYFS focus on understanding their own history and very recent past events which have impacted themselves and their families:</i></p> <p><u>30-50 months:</u> <u>CL: Speaking</u></p> <ul style="list-style-type: none"> • Can recall/relive past experiences and retell a simple past event in correct order 	<p><i>Children in the EYFS focus on understanding their own history and very recent past events which have impacted themselves and their families:</i></p> <p><u>ELG:</u> <u>CL: Speaking:</u></p> <ul style="list-style-type: none"> • They use past forms accurately when talking about events that have happened. 	<ul style="list-style-type: none"> • Identify 'past' 'present' 'older' 'newer', 'then', 'now' • Identify objects and visuals using appropriate vocabulary 	<ul style="list-style-type: none"> • As Year 1 plus identify 'before', 'after', • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Use dates where appropriate.

<p>World History</p>	<p><i>Children in the EYFS focus on understanding their own history and very recent past events which have impacted themselves and their families BEFORE moving onto the history of other people.</i></p> <p>30-50 months: <u>UW: People & Communities:</u></p> <ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. 	<p><i>Children in the EYFS focus on understanding their own history and very recent past events which have impacted themselves and their families BEFORE moving onto the history of other people.</i></p> <p>ELG: <u>UW: People & Communities:</u></p> <ul style="list-style-type: none"> • Talk about past events in their own lives and in the lives of family members. 	<ul style="list-style-type: none"> • Identify a historical event beyond living memory. • Identify a significant person from the past linked to a topic. • Identify changes that have happened in the history of the school. 	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. • Describe changes that have happened in the locality of the school throughout history.
<p>Research/Interpretation skills</p>	<p>30-50 months: <u>UW: The World:</u></p> <ul style="list-style-type: none"> • To look at and develop an understanding of changes over time 	<p>40-60 months: <u>UW: The World</u></p> <ul style="list-style-type: none"> • Looks closely at change. <p>ELG <u>CL: Understanding:</u> They ask & answer 'how' and 'why' questions about their experiences</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)

Vocabulary

30-50 months-ELG:

Maths: Shape, Space & Measure:

Uses everyday language related to time: e.g. then, next, yesterday, last year, days of week, vocabulary related to their birthday e.g. month of the year

- 'past' 'present' 'older' 'newer', 'then', 'now'
- 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.

- As year 1 plus 'before', 'after',
- As year 1 plus decades and centuries