



St Helen's Catholic Infant School

History Progression of Skills



<u>End of Key Stage expectations</u>	Reception: ELG 2021 <u>ELG: Past and Present</u> Children at the expected level of development will: - 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. The learning in EYFS is an introduction to topics studied more fully in KS1. Focus is on understanding of the children's own history and very recent past events which have impacted themselves and their families.	End of KS1 Children will learn about: <ul style="list-style-type: none"> • 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality.
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<u>Skill</u>	<u>Reception</u>	<u>Y1</u>	<u>Y2</u>
Constructing the past	Identifying that things from the past might be different from today – Grandparents, Harriet Tubman.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally – Fire of London, Samuel Pepys, Rosa Parks Identifying that there are some	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally – Wright Brothers Flight, WW1 Identifying that the past is

		<p>themes that link history together – locality (London, Southend), Toys.</p>	<p>remembered or ‘constructed’ in different ways across the world</p> <p>Identifying that the past can be commemorated each year at specific times Remembrance VE Day</p>
Sequencing the past/Chronology	<p>Identifying that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents.</p> <p>Use of class timeline mapping class events</p>	<p>Identifying that events and people from the past may have occurred across a greater period of time than just themselves.</p> <p>Identifying that events and changes have happened in order – development of toys / holidays</p> <p>Use of class timeline mapping topics</p> <p>Identifying that there are different periods of time in history</p>	<p>Identifying and comparing people from different periods of time Queen Elizabeth & Queen Victoria. Wright Brothers & Neil Armstrong.</p> <p>Identifying how periods of time can impact on individuals and events</p> <p>Use of class timeline mapping topics</p> <p>Demonstrate a basic understanding of why certain events happened at certain times with some reasoning.</p>
Continuity and change	<p>Identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p>	<p>Identifying that changes have happened in history that can impact on today ; Rosa Parks , changes in seaside holidays, changes in toys</p>	<p>Identifying that changes throughout history have had important consequences – development of flight, Martin Luther King,</p>
		Identifying that there are reasons	Identifying that continuity or change

		for continuities and changes and stating some of these - changes in housing GFOL, changes in toys.	can be a good thing or a bad thing.
Cause and effect	Identifying that certain choices have a consequence to them.	<p>Identifying that certain events and individuals have had major consequences in history – Wright Brothers led to domestic flight. Mary Anning. Rosa Parks.</p> <p>Identifying that history can affect the local area, as well as nationally and globally – black history month, Bonfire Night , Remembrance memorial</p> <p>Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'</p>	<p>Identifying that certain events and individuals have had major consequences in history – WW1, Edith Cavell, Martin Luther King.</p> <p>Identifying how events from history are so significant that they are remembered each year – Remembrance and Bonfire Night, VE day</p> <p>Identifying specific causes and effects from different periods and beginning to establish links between them , Rosa Parks leading to Martin Luther King</p>
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect – Remembrance Day, Harriet Tubman, Guy Fawkes.	Identifying why certain people/events are significant in history – achievements, impact etc.	Identifying why certain people/events are significant in the wider context of history – Elizabeth 1, Queen Victoria, Edith Cavell, Walter Tull, BHM
		Identifying why some individuals	Identifying that certain individuals

		<p>are significant both locally and nationally , Samuel Pepys, Mary Anning.</p> <p>Begin to understand what makes someone or something significant - Mary Anning</p>	<p>and events have had an impact locally, nationally and internationally – Wright Brothers, Queen Elizabeth 1 , Queen Victoria.</p>
Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory. Parents, Grandparents	Guided enquiry questions – see scheme of work	<p>Guided enquiry , moving to independent enquiry – see scheme of work</p> <p>Making semi-independent decisions and using evidence provided to justify</p>
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	<p>Analyse a variety of artefacts/objects to infer about an individual or event</p> <p>Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.</p>	<p>Understanding the difference between primary and secondary sources</p> <p>Make reasoned interpretations about individuals and events by using a small selection of focused sources</p>
Vocabulary and communication (see also topic vocab list)	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	<p>Using simple phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now'</p> <p>Using simple words and phrases</p>	<p>Using phrases and words to describe the passing of time - e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same'</p> <p>Using words and phrases to describe</p>

		to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'
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