History progression EYFS- Year 1

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| **2 year olds** | **Foundation 1** | **Foundation 2** | **Year 1** |
| To start to anticipate simple routines in my day, e.g. snack time, nappy time, home time | To talk about the order of daily routines e.g. putting mealtimes in order. Basic daily routine in order.  Comparing pictures of ourselves at different ages. Starting to order  Starting to order lifecycles of animals/ plants with support  Talk about my family, parents/ grandparents | Chronology  To know that a timeline can show the order of events in my life e.g. baby, toddler, now  Order lifecycles of animals/ plants. Start to talk about independently.  To sequence vehicles in time (History Link)  To begin to understand that things happened a really long time ago. – Wild girl. Cave men. Old Houses, themselves  Learn about families and relate to past e.g. parents were once babies, then children etc. | **Year 1 Progression of Knowledge Chronology**  To know that a timeline shows the order events in the past happened. To know that we start by looking at ‘now’ on a timeline then look back. To know that ‘the past’ is events that have already happened. To know that ‘the present’ is time happening now. To know that within living memory is 100 years.  **Year 1 progression of skills Chronology**  Sequencing three or four events in their own life (e.g. birthday, starting school, starting Year 1). Using common words and phrases for the passing of time (e.g. now, long ago, then, before, after). Sequencing three or four artefacts/photographs from different periods of time. Matching objects to people from different time periods. Placing events on a simple timeline. Recording on a timeline a sequence of historical stories heard orally. |
| To have the opportunity to play with babies and ‘baby toys/ items’ and show through play they understand that certain things are for ‘the baby’. | To sort toys into baby toys and toys I play with today.  Spend time looking at photos of myself and my family To talk about my family | To order their toys baby, toddler, now.  To learn about significant people in the past linked to themes, e.g. guy fawkes, the queen. | **Substantive (abstract) concepts**  **Achievements and follies of mankind**  To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers). |
| To look at photos of myself and my family and label family members  To start to look at books and play with toys that support acceptance of difference and diversity of modern britain  Through dojo, photos of their families and special events will be looked at and discussed, including similarities and differences. These are also looked at on ipads in small key worker groups.  Significant events in childrens lives, birthdays, weddings, holidays, news will be sent via dojo and photos will be discussed in class  To celebrate my birthday with my friends. | To know about family structures and be able to talk about who is part of their family.Autumn 1  To be able to identify similarities and differences between themselves and peers. **Autumn 1**  To learn about the different stories related to Autumn festivals. Autumn 2  **(History/RE Link)**  To know that adults do a variety of jobs and that they are not all the same. Spring 1  To show an awareness of the emergency services and how they can help us. Spring 1  Children to begin talk about significant events in their life **History Link)**  To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.autumn 2 | Can discuss similarities and differences between people in their family.  To know that they have a family unit that can/will change over time.  To talk about how they have changed since they were a baby.  To be able to recount changes within living memory. (History Link)  Identify some similarities and differences between now and the past.  (History Link)  Answer basic questions about the past.  To identify who they are, that they are an individual.  (History Link)  Compare old/ new vehicles etc.  Know that their own experiences differ to those of others.(History  Understand key features of events.(History  To talk about a special event in their life with confidence.**(**. Spring 1  Talk, draw or write about aspects of the past.(History | **Disciplinary concepts**  **Change and continuity**  Beginning to look for similarities and differences over time in their own lives. Describing simple changes and ideas/objects that remain the same. Understanding that some things change while other items remain the same and some are new. Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. To know that people change as they grow older. To know that throughout someone’s lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time.  **Cause and consequence**  Asking why things happen and beginning to explain why with support. To know that everyday objects have changed as new materials have been invented  **Similarities and differences**  Being aware that some things have changed and some have stayed the same in their own lives.  To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past.  **Historical significance**  Recalling special events in their own lives.. To know that some people and events are considered more ‘special’ or significant than others  **Sources of evidence**  Using artefacts, photographs and visits to museums to answer simple questions about the past. Finding answers to simple questions about the past using sources (e.g. artefacts). Sorting artefacts from then and now.  To know that photographs can tell us about the past. To know that we can find out about the past by asking people who were there. To know that artefacts can tell us about the past. To know that we remember some (but not all) of the events that we have lived through.  **Historical interpretations**  Beginning to identify different ways to represent the past (e.g. photos, stories). Developing their own interpretations from historical artefacts.  To know that the past can be represented in photographs.  **Historical enquiry**  **Posing historical questions**  Asking how and why questions based on stories, events and people. Asking questions about sources of evidence (e.g. artefacts).  **Gathering, organising and evaluating evidence**  Using sources of information, such as artefacts, to answer questions. Drawing out information from sources. Making simple observations about the past from a source.  **Interpreting, finding, analysing and making connections**  Interpreting evidence by making simple deductions . Making simple inferences and deductions from sources of evidence. Describing the main features of concrete evidence of the past or historical evidence (e.g. pictures, artefacts and buildings).  **Evaluating and drawing conculsions**  Drawing simple conclusions to answer a question.  **Communicating findings**  Communicating findings through discussion and timelines with physical objects/ pictures. Using vocabulary such as - old, new, long time ago. Discussing and writing about past events or stories in narrative or dramatic forms. Expressing a personal response to a historical story or event. (e.g. Saying, writing or drawing what they think it felt like in response to a historical story or event.) |
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