





KA Long Term Planning History 2022-23 EYFS and KS1

History skills and knowledge progression

	Nursery	Reception	Year 1	Year 2
Everyday life 	Children can: -shares stories about people (own family) from the past. <i>Past and Present</i>	Children can: -talk about past and present events in their own life. <i>Past and Present</i>	Children can: -describe an aspect of everyday life within or beyond living memory. <i>Aspects of everyday life include houses, jobs, objects, transport and entertainment</i>	Children can: -describe the everyday lives of people in a period within or beyond living memory. <i>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</i>
Hierarchy and Power 	Children can: -talk about events and principle characters in stories. <i>Comprehension</i>	Children can: -re-enact and reinvent stories they have heard in their play focusing on familiar and traditional stories and rhymes. <i>Comprehension</i> <i>Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</i>	Children can: -describe the role of a monarch. <i>A monarch is a king or queen who rules a country.</i>	Children can: -describe the hierarchy of a past society. <i>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</i>



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<p>Report and conclude</p>	<p>Children can:</p> <ul style="list-style-type: none"> -talk about events and principle characters in stories and suggest how the story might end. <p><i>Comprehension</i></p> <p><i>Stories, books and pictures give us information about the past.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -understand the past through settings, characters and events encountered in books read in class and storytelling. <p><i>Past and Present ELG</i></p> <p><i>Stories, books and pictures are used to help people to find out about people and events from the past.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -create stories, pictures, independent writing and role play about historical events, people and periods. <p><i>Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography. <p><i>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</i></p>
<p>Communication</p>	<p>Children can:</p> <ul style="list-style-type: none"> -use language in recalling past experiences. -begin to use a range of tenses. <p><i>Speaking</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -talk about past and present events in their own life. -use a range of tenses. <p><i>Speaking</i></p> <p><i>Words that help us to describe the passage of time include yesterday, last week, before and then.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). <p><i>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -use the historical terms year, decade and century. <p><i>A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.</i></p>



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			<i>and a long time ago, can be used to describe the passing of time.</i>	
Artefacts and sources	<p>Children can:</p> <ul style="list-style-type: none"> -know the difference between the print and pictures. -know that information can be retrieved from books, computers and mobile digital devices. <i>Comprehension</i> -know that information can be retrieved from digital devices and the internet. <i>Technology</i> 	<p>Children can:</p> <ul style="list-style-type: none"> -comment on images of familiar situations in the past. <i>Past and Present</i> -enjoy an increasing range of print and digital books, both fiction and non-fiction. <i>Comprehension</i> -use the internet with adult supervision to find and retrieve information of interest to them. <i>Technology</i> <p><i>Objects from the past can look different to objects from the present.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -use a range of historical artefacts to find out about the past; <p><i>Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</i></p> <ul style="list-style-type: none"> - express an opinion about a historical source. <p><i>Historical sources include artefacts, written accounts, photographs and paintings.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it; <p><i>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</i></p> <ul style="list-style-type: none"> -use historical sources to begin to identify viewpoint. <p><i>A viewpoint is a person's own opinion or way of thinking about something.</i></p>
Local history	<p>Children can:</p> <ul style="list-style-type: none"> -talk about significant events in their own experience. <i>Past and Present</i> 	<p>Children can:</p> <ul style="list-style-type: none"> -talk about past and present events in their own life. <i>Past and Present</i> 	<p>Children can:</p> <ul style="list-style-type: none"> -describe important events in the school's history. 	<p>Children can:</p> <ul style="list-style-type: none"> -describe, in simple terms, the importance of local events, people and places.



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			<i>Important events in the school's history could include the opening of the school, the arrival of new teachers.</i>	<i>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</i>
Compare and contrast	<p>Children can:</p> <ul style="list-style-type: none"> -develop an understanding of changes over time. <p><i>Past and Present</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -compare and contrast characters from stories, including figures from the past. <p><i>Past and Present</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> - identify similarities and differences between ways of life within or beyond living memory. <p><i>Identifying similarities and differences helps us to make comparisons between life now and in the past.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> - describe what it was like to live in a different period. <p><i>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</i></p>
Significant events	<p>Children can:</p> <ul style="list-style-type: none"> -remembers and talks about significant events in their own experience. <p><i>Past and Present</i></p> <p><i>A significant event is something that is important to them or their family, such</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -talk about past and present events in their own life. <p><i>Past and Present</i></p> <p><i>A significant event is something that is important to them or other people. Photographs and videos are used to record these events.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -identify some key features of a significant historical event beyond living memory. <p><i>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> - explain why an event from the past is significant. <p><i>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, the Suffragette movement and how this influenced the way women live today.</i></p>



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	<i>as birthdays, christenings or religious celebrations.</i>		<i>it happened, the people and places involved and the consequences of the event.</i>	
Significant people 	Children can: -build relationships with special people. <i>Building relationships</i>	Children can: -talk about the lives of the people around them and their roles in society. <i>Past and Present ELG</i> <i>Some people in history are significant because they did important things that changed the world or how we live.</i>	Children can: - understand the term significant and explain why a significant individual is important. <i>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</i>	Children can: - use historical models to make judgements about significance and describe the impact of a significant historical individual. <i>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</i>
Changes over time	Children can: -develop an understanding of changes over time. <i>Past and Present</i> <i>Pictures and books can show how life was different in the past.</i>	Children can: -know some similarities and differences between things in the past and now, drawing on what has been read in class. <i>Past and Present ELG</i> <i>The way that people lived in the past is not the same as the way</i>	Children can: - describe changes within or beyond living memory. <i>Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs,</i>	Children can: - describe how an aspect of life has changed over time. <i>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</i>



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		<i>that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</i>	<i>leisure, family and social structures.</i>	
British history	<p>Children can:</p> <ul style="list-style-type: none"> -share stories about people (own family) from the past. <p><i>Past and Present</i></p> <p><i>The past includes the things that happened yesterday, last week, last year or long ago.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -talk about past and present events in the lives of family members. <p><i>Past and Present</i></p> <p><i>Stories, or narratives, can tell us about important things that happened in the past.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -describe a significant historical event in British history. <p><i>Significant historical events include those that cause great change for large numbers of people.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> - describe and explain the importance of a significant individual's achievements on British history. <p><i>Important individual achievements include great discoveries and actions that have helped many people.</i></p>
Chronology	<p>Children can:</p> <ul style="list-style-type: none"> -retell a simple past event in correct order. <p><i>Speaking</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> -sequence events. <p><i>Speaking</i></p> <ul style="list-style-type: none"> -demonstrate an understanding of what has been read to them by retelling stories and narratives using their own 	<p>Children can:</p> <ul style="list-style-type: none"> - sequence significant information in chronological order. <p><i>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</i></p>	<p>Children can:</p> <ul style="list-style-type: none"> - order information on a timeline. <p><i>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</i></p>



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		words and recently introduced vocabulary. <i>Comprehension ELG</i>		
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