



**St Mary's Catholic Primary School**  
*Living and Learning Together – Shining in our Faith*  
**History Key Skills and Progression in  
 Disciplinary Knowledge**

**EARLY YEARS FOUNDATION STAGE CURRICULUM**  
**Understanding the World - History**

**EYFS Statutory Educational Programme:**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

3 and 4 year olds	Reception	End of Reception Early Learning Goals
<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Talk about key events in their own lives: about family, friends, other people including significant people.</li> <li>• Talk about key roles of people in society both in the past and present.</li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Show an interest insignificant events and experiences in lives of others including family, friends and through books.</li> </ul> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>• Describe features of objects, people, places at different times.</li> <li>• Make comparisons and talk about what is the same and different.</li> </ul> <p><b>Research</b></p> <ul style="list-style-type: none"> <li>• Find out about people, places, events and objects,</li> <li>• Ask questions and use different sources to find answers.</li> </ul> <p><b>Recall</b></p> <ul style="list-style-type: none"> <li>• Talk to others about what they know about a person, character or event from the past.</li> </ul> <p><b>Chronology</b></p>	<p><b><u>Past and present:</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the people around them and their roles in society.</li> <li>• Know some similarities between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

		<ul style="list-style-type: none"> <li>Order simple experiences in relation to themselves and others.</li> </ul> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Be able to talk about past and present events in their own lives and people they have learnt about through books.</li> </ul>			
<b>NATIONAL CURRICULUM KEY STAGES 1 &amp; 2 HISTORY</b>					
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Reading and Vocabulary</b>					
Be able to understand the meaning of words such as: <b>war, remembrance</b> and <b>explore</b> in a historical context.	Be able to read and understand the meaning of words such as <b>monarch, parliament, government</b> in a historical context.	Be able to read and understand the words: <b>ruled, reigned, empire, invasion, conquer, civilisation</b> and <b>kingdom</b> .	Be able to read and understand the words: <b>ruled, reigned, empire, invasion, conquer, civilisation</b> and <b>kingdom</b> .	Be able to read and understand the words: <b>democracy, social, political</b> and <b>industrialisation</b> .	Be able to read and understand the words: <b>democracy, social, political</b> and <b>industrialisation</b> .
<b>Knowledge &amp; Understanding of significant events, people and changes in the past</b>					

<p>*Recall some facts about people/events before living memory.</p> <p>*Say why people may have acted the way they did.</p> <p>*Describe significant individuals from the past</p>	<p>*Use information to describe the past.</p> <p>*Describe the differences between then and now.</p> <p>*Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>*Recount the main events from a significant event in history.</p>	<p>*Use evidence to describe the culture and leisure activities from the past.</p> <p>*Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>*Use evidence to describe buildings and their uses of people from the past.</p>	<p>*Use evidence to describe what was important to people from the past.</p> <p>*Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>*Describe similarities and differences between people, events and artefacts studied.</p> <p>*Describe how some of the things I have studied from the past affect/influence life today</p>	<p>*Choose reliable sources of information to find out about the past.</p> <p>*Give own reasons why changes may have occurred, backed up by evidence.</p> <p>*Describe similarities and differences between some people, events and artefacts studied</p> <p>*Describe how historical events studied affect/influence life today.</p> <p>*Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>*Choose reliable sources of information to find out about the past.</p> <p>*Give reasons why changes may have occurred, backed up by evidence.</p> <p>*Describe similarities and differences between some people, events and artefacts studied.</p> <p>*Describe how some of the things studied from the past affect/influence life today.</p> <p>*Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
--	---	--	--	--	--

**Historical Enquiry**

<p>*Identify different ways in which the past is represented.</p> <p>*Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>*Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>*Identify different ways in which the past is represented.</p> <p>*Ask questions about the past.</p> <p>*Use a wide range of information to answer questions.</p>	<p>*Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>*Ask questions and find answers about the past.</p>	<p>*Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</p> <p>*Ask questions and find answers about the past.</p>	<p>*Choose reliable sources of information to find out about the past.</p> <p>*Give own reasons why changes may have occurred, backed up by evidence.</p> <p>*Describe similarities and differences between some people, events and artefacts studied</p> <p>*Describe how historical events studied affect/ influence life today.</p> <p>*Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>*Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>*Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>*Investigate own lines of enquiry by posing questions to answer.</p>
---	--	--	---	---	---

**Chronological Understanding**

<p>*Understand the difference between things that happened in the past and the present.</p> <p>*Describe things that happened to themselves and other people in the past.</p> <p>*Order a set of events or objects</p> <p>*Use a timeline to place important events.</p> <p>*Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p>	<p>*Understand and use the words past and present when telling others about an event.</p> <p>*Recount changes in my own life over time.</p> <p>*Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>*Use a timeline to place important events.</p>	<p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>*Use a timeline to place historical events in chronological order.</p> <p>*Describe dates of and order significant events from the period studied.</p>	<p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>*Order significant events and dates on a timeline.</p> <p>*Describe the main changes in a period in history.</p>	<p>*Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>*Order significant events, movements and dates on a timeline.</p> <p>*Describe the main changes in a period in history.</p>	<p>*Order significant events, movements and dates on a timeline.</p> <p>*Identify and compare changes within and across different periods.</p> <p>*Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>
---	--	--	--	---	---

## Historical Interpretation

<p>*Look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>*Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>*Explore the idea that there are different accounts of history.</p>	<p>*Look at different versions of the same event in history and identify differences.</p> <p>*Know that people in the past represent events or ideas in a way that persuades others.</p>	<p>*Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>*Give reasons why there may be different accounts of history.</p> <p>*Evaluate evidence to choose the most reliable forms.</p>	<p>*Evaluate evidence to choose the most reliable forms.</p> <p>*Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>*Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
--	--	--	--	---	--

## Organisation and Communication

<p>*Sort events or objects into groups (i.e. then and now.)</p> <p>*Use timelines to order events or objects.</p> <p>*Tell stories about the past.</p> <p>*Talk, write and draw about things from the past.</p>	<p>*Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p>	<p>*Communicate ideas about the past using different genres of writing, drawing, diagrams, data -handling, drama role -play, storytelling and using ICT.</p>	<p>*Communicate ideas about from the past using different genres of writing, drawing, diagrams, data -handling, drama role -play, storytelling and using ICT.</p>	<p>*Communicate ideas about from the past using different genres of writing, drawing, diagrams, data -handling, drama role -play, storytelling and using ICT.</p> <p>*Plan and present a self -directed project or research about the studied period.</p>	<p>*Communicate ideas about from the past using different genres of writing, drawing, diagrams, data -handling, drama role -play, storytelling and using ICT.</p> <p>*Plan and present a self -directed project or research about the studied period.</p>
---	--	--	---	---	---