



EYFS links to NC History

History			
Development matters links	Early Learning Goals	How this is achieved in EYFS	
3/4 year olds: Communication & Language (CL) links: - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmmed' for 'swam'. Mathematics (M): - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understanding of the world (UW) - Begin to make sense of their own life-story and family's history. Reception CL links: - Describe events in some detail. UW	(End of Reception Assessment point) Communication & Language links: - Express their ideas and feelings about their experiences using full sentences, <u>including use of past</u>, present and future tenses and making use of conjunctions, with modelling and support from their teacher. UW: Past and Present - 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.	Over their time in Pre - School	Reception
		<u>Autumn Term:</u> Marvellous Me – - Learning about their daily routine – using visual cards to support them. Talking about what they have done earlier or on previous days. - Make connections between features of their families and those of others and they talk about who they live with and people who are special to them. - Explore pictures of their special people (family) and look at different ages / members of their family. Celebrations, Stories and Rhyme Time– - Begin to look for changes in the season and notice what happens in the environment in Autumn / winter over time – talk about the changes noticed. - Talk about their experiences over time – recall events from their weekend such as Bonfire night. - Learn about different festivals and celebrations such as Christmas and talk about family traditions and ways they celebrate. <u>Spring Term:</u>	<u>Autumn Term:</u> All about me – - Discussing the changes that have happened since they were born. Looking at how they have grown and changes over time. Comparing being a baby with what they can do now. - Looking at the story Peepo – Comparing their homes to those in the past. Comparing household objects from then with now. Festivals – - Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Diwali, Harvest Festival, Remembrance Day. Recalling ways they celebrate at home (family traditions). <u>Spring Term:</u> - Exploring family traditions of Shrove Tuesday. - Explore the festival and family traditions of Lunar/Chinese New Year - Explore family traditions for Easter - Explore the Christian beliefs of Easter

- Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	• Understand the past through settings, characters and events encountered in books read in class and storytelling. UW: People, Culture and Communities • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.	Talk about their experiences over Christmas holiday – recall events and experiences. • Explore Winter – exploring signs of winter in the environment and using their senses to explore the cold and ice/frost. On the Move – • Talk about their journey to Pre - School and recall what they see on their way. Look at photographs of their journey. <u>Summer Term:</u> Down in the Garden – • Learn about the life cycle of a bean. Children to plant a bean and observe the changes that occur over time. • Learn about the life cycle of a frog and explore first-hand the changes that happen over time (frog spawn observation station if applicable). Dream Big: People Who Help Us (transitions) – • Learn about the roles of others in our local environment and how they help them. • Look again at oral hygiene and how we can look after our teeth. Visit from a dentist and recall what they have learnt. • Look back at their time in Pre – School (looking at learning journals and photographs). Children to recall events and experiences.	Once Upon a Story – • Exploring castles and what it would be like to live ‘a long time ago’. • Using stories and nursery rhymes to explore household items from then and now. <u>Summer Term:</u> Amazing Adventures – • Space - Looking at the life/experiences of Neil Armstrong/Tim Peake / Mae Jemison • Sharing the experiences of others and grandparent’s first-hand experiences of watching the moon landing 1969. • Looking at the first landing on the moon in 1969. • On the rivers / sea - Compare modes of travel on the sea. (Mr Gumpy’s Outing, Pirates) General learning throughout the year: • Through interactions talking about what they did yesterday, last week, last year. • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday’s – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds.
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Curriculum Progression KS1 – KS2

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finding Out About the Past (Enquiry)	Talk about and share experiences of the past and present. Talk about and describe artefacts from the past and present. Ask and answer questions about the past - Florence Nightingale (Aut) Find out about the past from a range of different sources. (Aut/Spr/Sum)	Compare aspects of the present with the past and describe simple similarities and differences. - Florence Nightingale (Autumn) Give reasons for and describe changes that have taken place within living memory. (linked to national life)	Use simple sources of information such as artefacts, photos and books to answer simple questions about the past (Autumn/Spring) Use key evidence to support judgements and reasoning made about aspects of the past. Prehistoric (Aut), Romans (Spr) Ask and answer questions about an archaeological site. Lascaux Caves (Aut)	Use a range of information to ask and answer questions about the past. Egyptians (Aut), Anglo-Saxons (Spr) Use interpretations, pictures and written sources to build a picture about the past, talking about negative views/accounts. Prehistoric (Aut), Romans (Spr) Give reasons why peoples account of the same event may be different. Anglo Saxons (Spr)	Answer questions about the past selecting information from a wide range of sources. Ancient Greece (Aut) Identify different ways in which people have represented and interpreted the past, looking at negative views also Ancient Greece (Aut) Talk about and give reasons for an event being interpreted in a range of different ways. (Aut/Spr/Sum)	Select, combine and present information from more than one source. WW2 (Aut) Make a reasoned judgement about the validity of the different representations of the past, taking into account negative views. WW2 (Aut) Recognise some of the strengths and limitations in terms of archaeological evidence.
Finding Out About the Past (Chronology)	Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. (Aut/Spr/Sum) Talk about my own life and those of people I know. Place objects and events within experience, in time order. Florence Nightingale (Autumn)	Talk about events, places and people beyond living memory. (National or Global) - Florence Nightingale (Aut), Victorian Xmas (Aut), Titanic (Sum) Use historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. (Aut/Spr/Sum) Place objects, people and events beyond own experiences in time order. (Aut/Spr/Sum)	Talk with increasing accuracy and detail about events, places and people beyond living memory. Prehistoric (Aut), Romans (Spr) Use an increasing range of historical terms to describe the passage of time, e.g. modern, recent, long ago, older etc. Prehistoric (Aut), Romans (Spr) Place a range of objects, people and events beyond own experiences in time order. (Aut)	Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666. Anglo-Saxons (Spr) Describe how the past has been divided into different periods of time. Use the terms BC and AD to locate dates of invasion and occupation. Anglo-Saxons (Spr) Explain reasons for placing objects, people and events in a particular order. Anglo-Saxons (Spr)	Describe the key characteristics and features of a range of different periods of history. (Aut/Spr/Sum) Describe changes that have taken place within and across historical periods. Use historical terms effectively to describe periods within history. (Aut/Spr/Sum) Place civilisations and events on a timeline showing an understanding of the terms BC and AD. Ancient Greece (Aut), Tudors (Summer)	Compare and contrast features of historical periods identifying similarities and differences. Describe and analyse the impact of changes within and between periods in the past. Select and organise information making accurate and effective use of dates and terminology when analysing and evaluating historical periods. WW2 (Aut)

Historical Events	Talk about events in my life and the lives of people I know.	Talk about events and the lives of people beyond living memory. (Own locality) - Victorian Xmas (Aut), Castles (Spr)	Talk about and describe, in simple terms features of key events and people in the past. Romans (Spr) Compare similar events from the present and past. Romans (Spr) Talk about the impact of events on the lives of the people of the time. (Aut/Spr)	Describe features of historical events beyond living memory. Egyptians (Aut), Anglo-Saxons (Spr) Identify common themes and features. Anglo-Saxons (Spr) Explain and give reasons for events in the present and past. Anglo-Saxons (Spr)	Describe a range of different features of key historical events. Ancient Greece (Aut), Tudors (Summer) Compare and contrast events from different historical periods, e.g. Victorians and 1960's. Talk about the impact of events on different groups within society at that time. (Aut/Spr/Sum)	Describe features of past events and make links between them. WW2 (Aut) Interpret and evaluate a key historical event from more than one perspective or view point. WW2 (Aut) Support evaluations with a range of evidence from a range of sources. WW2 (Aut)
Lifestyles of People in the Past	Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc.	Talk about similarities and differences between my life and that of others. Victorian Xmas (Aut) Describe similarities and differences between the lives of people. Victorian Xmas (Aut), Castles (Spr)	Talk about and describe the home and the way people lived, e.g. day to day life, things they did, their house, their family etc. Prehistoric (Aut), Describe and give reasons for similarities and differences between the lives of people and lifestyles in the past and present Prehistoric (Aut),	Compare and contrast the ways of life of people from different historical periods. Egyptians (Aut), Anglo-Saxons (Spr) Compare and describe features of life now and in the past beyond living memory. Egyptians (Aut), Anglo-Saxons (Spr) Describe and give reasons for the changes and differences in lifestyle in the past and present. (Aut/Spr)	Compare and describe the features and characteristics of a range of significant groups from the past, e.g. Romans, Anglo-Saxons etc. (Aut/Spr/Sum) Compare and analyse the factors that caused change in the past. (Aut/Spr/Sum) Talk about the impact of change on past societies, e.g. migration on economic grounds, displacement due to war or famine. Ancient Greece (Aut)	Analyse and give reasons for the characteristics of a range of significant groups from the past making links between them. e.g. Aztecs and Mayans etc. WW2 (Aut) Describe and give reasons for the beliefs held by different societies in the past. WW2 (Aut) Compare and contrast the distinctive features of past societies. WW2 (Aut)
Significant Historical People	Talk about important people in my life and those of people I know.	Talk about important people beyond living memory using a range of historical vocabulary. (National and International achievements) Florence Nightingale (Autumn), Amelia Earhart (Sum)	Talk about and describe events in the life of a well-known historical person. Boudicca (Spr) Describe key events in their life from a range of sources of information. Romans (Spr) Talk about the actions of, and events in the life of a well-known historical person. Romans (Spr)	Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale. Athelstan/Alfred the Great (Spr) Identify and describe key events in their life from a range of sources of information. Athelstan/Alfred (Spr) Talk about and give reasons for the actions of, and events in the life of a well-known historical person - (Spr)	Use a range of sources of information to find out about significant historical people from a key historical period, e.g. Charles Darwin and Queen Victoria. - WW2 leaders/ Edward 4th/Neil Armstrong (Aut/Spr/Sum) Compare and contrast a range of information about a significant historical person. Neil Armstrong (Spr)	Use a wide range of evidence to compare and analyse the lives of significant historical people from the same historical period. WW2 (Aut) Use a wide range of evidence to compare and analyse the lives of significant historical people from different historical periods. WW2 (Aut)

Changes within living memory, including where appropriate aspects of change in national life. Events beyond living memory that are significant nationally or globally (e.g. Great Fire of London, the first aeroplane flight)
The lives of significant individuals in the past who have contributed to national or international achievements.
Comparison of aspects of life in different periods (e.g. Queen Victoria & Queen Elizabeth 1, Christopher Columbus and Neil Armstrong)
Significant historical events, people and places in the locality.

Changes in Britain from the Stone Age to the Iron Age. The Roman Empire and its impact on Britain.
Britain's settlement by Anglo-Saxons and Scots.
Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. A local historical study.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (e.g. Greek or Roman culture)
Early civilizations, an overview of where and when they appeared, as well as an in depth study of one of the following, Ancient Sumer, The Indus Valley, Ancient Egypt, and The Shang Dynasty of Ancient China. Ancient Greece, Greek life and achievements and their influence on the western world.
A non-European society that provides contrasts with British history, one of either early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin c. AD 900-1300.