



# Kew Woods Early Years Foundation Stage



## Progression Chart - HISTORY

<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Communication &amp; Language</b></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Beginning to understand 'why' and 'how' questions.</li> <li>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>Uses a range of tenses (e.g. play, playing, will play, played).</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> </ul>	<p><b>Physical Development</b></p>
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<p><b>Reading</b></p> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Knows information can be relayed in the form of print.</li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>Knows that information can be retrieved from books and computers.</li> </ul>	<p><b>Writing</b></p>
<p><b>Number</b></p>	<p><b>Shape, Space and Measure</b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li></li> </ul> <p>40-60 months</p> <ul style="list-style-type: none"> <li>Uses everyday language related to time.</li> <li>Orders and sequences familiar events.</li> </ul>
<p><b>Understanding the World</b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>30-50 months</p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> </ul>	<p><b>Expressive Art and Design</b></p> <p>22-36 months</p> <ul style="list-style-type: none"> <li>Beginning to make-believe by pretending.</li> </ul>

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
  - Talks about why things happen and how things work.
  - Developing an understanding of growth, decay and changes over time.
- 40-60 months
- Looks closely at similarities, differences, patterns and change.

## History

### People and communities

30-50 months	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
40-60 months	Enjoys joining in with family customs and routines.
ELG	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
Exceeding	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
Year One (KS1)	<p><b>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</b></p> <p><b>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</b></p> <p><b>They should use a wide vocabulary of everyday historical terms.</b></p> <p><b>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</b></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally [<i>for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>]</p> <p>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.</p>

*[For example. Elizabeth 1 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, places in their own locality

## EARLY YEARS EXPECTATIONS

### Early Learning Goals

- They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Children use everyday language to talk about time.
- Children talk about past and present events in their own lives and in the lives of family members.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- They make observations of animals and plants and explain why some things occur, and talk about changes

## EXCEEDING EARLY YEARS EXPECTATIONS

### Exceeding

- They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
- After listening to stories children can express views about events or characters in the story and answer questions about why things happened.
- They recount experiences and imagine possibilities, often connecting ideas.
- Children know the difference between past and presents events in their own lives and some reasons why people's lives were different in the past.
- They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
- Children know that the environment and living things are influenced by human activity.

## FUTURE LEARNING

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand

some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- 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

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- 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
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece - a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.