

**EYFS – HISTORY PROGRESSION OF SKILLS**

**ELG: Past and Present - Children at the expected level of development will:**

- 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
  - Understand the past through settings, characters and events encountered in books read in class and storytelling.

Yr R	<p><b><u>Chronology:</u></b> Times that things happen at e.g. hall time/lunch time, visual timetables</p>	<p><b><u>Characteristic Features</u></b> What does a baby/toddler/ young child need, what do you need for lunch/ bedtime etc.</p>	<p><b><u>Continuity &amp; Change</u></b> Visual timetable, routines at home across the week, talking about their lives.</p>	<p><b><u>Cause &amp; Consequence</u></b> “you were running and you fell,” “the tower was too tall and it fell down.” “You shouted at your friend and they hit you.” Using real life examples to link to “this happened because...”</p>	<p><b><u>Historical Significance</u></b> Usually things children want to share with you have significance for them, e.g. something exciting or sad happening, a new baby, parents getting married, a new toy, game, outing.</p>	<p><b><u>Historical Interpretation</u></b> Looking at things from different perspectives e.g. Goldilocks’ view versus the three bears.</p>	<p><b><u>Historical Enquiry</u></b> Exploring stories and ideas, noticing and questioning the pictures, words, ideas and thoughts.</p>
	<p>Begin to sequence several events in their own life e.g. baby, toddler, now.</p> <p>Begin to realise that the past is gone</p>		<p>To be able to talk about immediate family members.</p> <p>Notice things that have changed and things that have stayed the same, for example their name, eye colour, hair colour has stayed the same. Their height, the clothes they wear, toys they play with, may be different.</p> <p>Begin to recognise objects from the past.</p>		<p>Begin to understand changes in their own lives e.g. new baby in the family/ friends, a new car/ home, celebrations and events that happen every year.</p>	<p>Notice things in books and stories that are the same/ different and begin to share what they notice and think.</p> <p>Understand that a story can be told in different ways e.g. classic tales</p>	<p>To encourage children to use the word ‘because’ when they explain their ideas as this is an early introduction to justifying their opinion.</p>
	<ul style="list-style-type: none"> <li>• Begin to understand that people have different jobs and roles within society (and that these no longer need to be dictated by gender). They can talk about people they know and not just family.</li> <li>• Be able to use the words ‘<i>same</i>’ and ‘<i>different</i>’ when talking about their own lives and that of their families.</li> <li>• Understand and use words like, ‘<i>now/ then</i>’, ‘<i>yesterday/today/ tomorrow</i>’, ‘<i>a long time ago/ once upon a time</i>’, <i>old/new, older/est, newer/est, past</i>.</li> </ul>						