



## Progress in History: Early Years Foundation Stage & Key Stage 1

*We believe that learning about the past helps us to understand our present. We teach history as the story of our world from the beginning of time to the present and help children understand that the present will one day be part of history, using narrative to teach about key people and events from our local area, our country and the wider world. We help children to understand the majority of human history occurred before the invention of writing, so much of our knowledge of these times is based on historians' interpretation of artefacts, which may change over time as new evidence becomes available. We help children understand that we learn about the past from a range of sources (primary and secondary) and give children skills to evaluate whether a source may be biased as well as analysing the validity of different viewpoints around the same event or person. Our curriculum aims to represent the history of a range of diverse people and draws on local expertise and resources to enhance teaching about key people and events in our town, including the historical importance of Watling Street and Dunstable Priory.*

Skill	Year R	Year 1	Year 2
	<p>Can I talk about important events in my life?</p> <p>Can I describe a special time or event for a family member or friend?</p> <p>Can I talk about an event in the past or present in my life? Can I talk about an event in the past or present of a family members life?</p>	<p>What are the changes in History in my family's life time?</p> <p>How have Significant individuals in the past changed our History?</p> <p>How Dunstable has changed in my life time?</p>	<p>How has the Great Fire of London affected our lives today?</p> <p>How have Significant individuals in the past changed our lives today?</p> <p>How did Dunstable begin?</p>
<b>Timelines and chronology</b>	<ul style="list-style-type: none"> <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>know that some objects belonged to the past</li> <li>put up to three objects in chronological order (recent history)</li> <li>put up to five objects/events in chronological order (recent history)</li> <li>explain how they have changed since they were born</li> <li>recognise that a story that is read to them may have happened a long time ago</li> <li>say why they think a story was set in the past</li> <li>retell a familiar story set in the past</li> </ul>	<ul style="list-style-type: none"> <li>try to work out how long ago an event happened</li> <li>sequence a set of events in chronological order and give reasons for their order</li> <li>sequence a set of objects in chronological order and give reasons for their order</li> <li>sequence events about own life</li> <li>sequence events about the life of a famous person</li> </ul>

<b>Own past</b>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• talk about things that happened when they were little</li> </ul>	<ul style="list-style-type: none"> <li>• use words and phrases like ‘before I was born’, ‘when I was younger’</li> </ul>
<b>Language</b>		<ul style="list-style-type: none"> <li>• use words and phrases like ‘very old’, ‘when mummy and daddy were little’</li> <li>• use words and phrases like old, new and a long time ago</li> <li>• use the words before and after correctly</li> </ul>	<ul style="list-style-type: none"> <li>• use phrases and words like ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ in their historical learning</li> <li>• use the words past and present correctly</li> <li>• use a range of appropriate words and phrases to describe the past</li> </ul>
<b>People and society</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate that some famous people have helped our lives be better today</li> <li>• understand that we have a queen who rules us and that Britain has had a king or queen for many years</li> <li>• know who will succeed the current monarch and how succession works</li> <li>• explain differences between past and present in their life and that of other children from a different time in history</li> </ul>	<ul style="list-style-type: none"> <li>• recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later</li> <li>• give examples of things that are different in their life from that of their grandparents when they were young</li> <li>• give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times</li> <li>• explain why someone in the past acted in the way they did</li> <li>• explain what is meant by a parliament</li> <li>• explain what is meant by a democracy and why it is a good thing</li> </ul>
<b>Events</b>	<ul style="list-style-type: none"> <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>• recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</li> <li>• talk about an important historical event that happened in the past</li> </ul>	<ul style="list-style-type: none"> <li>• recount some interesting facts from a historical event, such as where the fire of London started</li> <li>• explain why Britain has a special history by naming some famous events and some famous people</li> </ul>
<b>Places</b>			<ul style="list-style-type: none"> <li>• explain how their local area was different in the past</li> <li>• they explain why their (wider) locality is associated with a special historical event</li> </ul>
<b>Artefacts</b>		<ul style="list-style-type: none"> <li>• begin to identify the main differences between old and new objects</li> <li>• identify objects from the past, such as vinyl record or CD</li> <li>• explain why certain objects were different in the past, eg. an iron, music systems, televisions</li> </ul>	
<b>Using sources of evidence</b>	<ul style="list-style-type: none"> <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>• ask and answer questions about old and new objects</li> <li>• spot old and new things in a picture</li> <li>• answer questions using an artefact/photograph provided</li> <li>• give a plausible explanation about what an object was used for in the past</li> <li>• answer questions using a range of given artefacts/photographs</li> <li>• find out more about a famous person from the past and carry out some research on him or her</li> </ul>	<ul style="list-style-type: none"> <li>• find out something about the past by talking to an older person</li> <li>• explain why eye-witness accounts may vary</li> <li>• say at least two ways they can find out about the past, for example using books and the internet</li> <li>• answer questions by using a specific source, such as an information book</li> <li>• research about a famous event that happens in Britain and why it has been happening for some time</li> <li>• research about a famous event that happens somewhere else in the world and why it has been happening for some time</li> <li>• research the life of a famous Briton from the past using different resources to help them</li> <li>• research the life of someone who used to live in their area using the Internet and other sources to find out about them</li> </ul>