

## Progression Guidance for History from Early Years

### **Background:**

All aspects within the Understanding the World area of learning have elements which can be viewed as being 'History' focused within the EYFS. In addition, elements of early learning goals within Communication and Language and Mathematics are fundamental to the core skills required for History. The Characteristics of Effective Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn.

The following table shows how the early learning goals link to the KS1 Subject Content for History:

<b>KS1 Subject Content</b>	<b>Linked ELGs</b>	<b>Relevant Statements</b>
Chronological knowledge / understanding (including characteristic features of periods)	Shape, Space and Measures Speaking  People and Communities	<ul style="list-style-type: none"> <li>● Children use everyday language to talk about ... time.</li> <li>● They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> <li>● They develop their own narratives and explanations by connecting ideas or events.</li> <li>● They know about similarities and differences between themselves and others, and among families, communities and traditions</li> <li>● Children talk about past and present events in their own lives and in the lives of family members.</li> </ul>
Historical terms	Shape, Space and Measures	<ul style="list-style-type: none"> <li>● Children use everyday language to talk about ... time.</li> </ul>
Historical enquiry - Using evidence / Communicating ideas	Listening and Attention  Technology  Speaking	<ul style="list-style-type: none"> <li>● Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>● Select and use technology for particular purposes.</li> <li>● Develop their own narratives and explanations by connecting ideas or events.</li> </ul>
Interpretations of history	NA	NA
Continuity and change in and between periods	People and Communities	<ul style="list-style-type: none"> <li>● Children talk about past and present events in their own lives and in the lives of family members.</li> </ul>

	The World	<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> <li>• Make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>
Cause and consequence	Speaking	<ul style="list-style-type: none"> <li>• Develop their own narratives and explanations by connecting ideas or events.</li> </ul>
Similarity / Difference within a period/situation (diversity)	People and Communities  The World	<ul style="list-style-type: none"> <li>• They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>• Children know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>
Significance of events / people	People and Communities	<ul style="list-style-type: none"> <li>• Children talk about past and present events in their own lives and in the lives of family members.</li> </ul>