

History Skills Progression Map



School Readiness Intent: At St Francis CE Primary School we want our children to gain a coherent knowledge and understanding of Britain's past and the wider world. They will be able to investigate and interpret the past, build an overview of world history and understand chronology. We will inspire enquiring minds to ask further questions and create an ethos of finding ways to use historical sources to answer questions and create an environment of curiosity and wonder.

EYFS Intent: Children in the Early Years Foundation Stage will begin to understand chronology through relating it to themselves and their family. They will begin to investigate and interpret the past by talking about special times in their lives. History features into the Specific Area Of Learning – Understanding the World (UW) under the strand called 'People and communities.'

EYFS Stage	Development Matters	Implementation/ Context
F3 	16-26 Months UW – People and communities • Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people. 22-36 Months UW – People and communities • Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background.	Children will bring in photos of themselves as a baby and talk about how they have grown and changed over time. Children will talk about key events that they remember in the past or are looking forward to in the future. Children will use role play resources to help act out familiar scenarios, remembering key and repeated events they have seen at home with friends or family or at nursery. <i>I am beginning to understand chronology.</i>
F2 	30-50 Months UW – People and communities • 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.	Children will be given the opportunity to talk about their home lives and will learn about the home life of other children. They will share photos and memories of their own family, friends and pets. They will use their Learning Journeys and Tapestry to assist them. They will look at pictures, photos and use role play resources to enable them to remember special times or events such as birthdays, parties or visiting a very special place. The children will celebrate specific celebrations in school and talk about how they celebrate these at home such as Diwali, Eid, Easter, Christmas, Bonfire Night etc. <i>I am beginning to investigate and interpret the past. I am beginning to understand chronology and I am learning to communicate historically – now, next, before, after, last week, last month, last year, a little while ago, a long time ago, today, yesterday etc</i>

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EYFS Stage	Development Matters	Implementation/ Context
Reception 	40-60 Months UW – People and communities Enjoys joining in with family customs and routines. ELGs UW – People and communities Children talk about past and present events in their own lives and in the lives of family members	Children will be given the opportunity to talk about their family customs and they will learn about other family customs and routines from other countries and cultures. They will be able to talk about past and present events in their own lives and the lives of their family members. They will use their Learning Journeys and Tapestry to assist them with their reflections and recounts of previous events. I am learning how to investigate the past, understand chronology and communicate historically.

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: - Finding out and exploring - Playing with what they know - Being willing to 'have a go' 	Motivation: - Being involved and concentrating - Keeping trying - Enjoying achieving what they set out to do  	Thinking: - Having their own ideas - Making links - Choosing ways to do things 

Learning and Teaching in EYFS – New Curriculum

What History Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History		
Three and Four-Year-Olds	Understanding the World	• Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.

ELG	Understanding the World	Past and Present	• Talk about the lives of 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.
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