



Dodford First School

Achieve, Believe, Create and Fly High!

Subject: History Knowledge and Skills

EYFS		
Age Range	Area of Learning	Knowledge and Skills
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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

Threshold Concept	Learning Hooks/Knowledge Categories	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4
Investigate and interpret the past	Artefacts	Observe or handle evidence to ask questions and find answers to questions about the past. <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	Use evidence to ask questions and find answers to questions about the past. <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries.

		<ul style="list-style-type: none"> Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history.
Build an Overview of World History	Settlements	<ul style="list-style-type: none"> Describe historical events. 	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Beliefs	<ul style="list-style-type: none"> Describe significant people from the past. 	
	Food and Farming	<ul style="list-style-type: none"> Recognise that there are reasons why people in the past acted as they did. 	
	Culture and Pastimes		
	Travel and Exploration		
	Conflict		
	Society		
	Location		
Understand Chronology	Main Events	<ul style="list-style-type: none"> Place events and artefacts in order on a timeline. Label timelines with words or phrases such as: past, present, older and newer. 	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline.

		<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Use dates and terms to describe events.
Communicate Historically	Vocabulary	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past