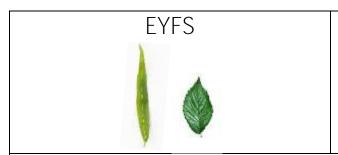
Alton Infant School

Sowing the Seeds of Learning

History Skills Progression







Understanding the World

3-4 year olds will learn to:

• Begin to make sense of their own life-story and family's history.

Children in Reception will learn to...

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Understanding the World/ Past and Present ELG

• Talk about the lives of people around them and their roles in society.

Changes within living memory

- Use simple timelines to sequence simple events, objects within their own experiences.
- Can sequence three or four artefacts from different times.
- Can match objects to people of different ages.
- Understand that the world was different in in the past.
- Is more confident in using 'old' and 'new' and can use 'then' and 'now' in the correct context.

Changes within living memory

- Can sequence photographs from different periods of their life.
- Can sequence artefacts that are closer in age.
- Can sequence parts of a more complex story where action takes place over a longer period.
- Understands that dates are used to record events in time e.g. 1666 (The Great Fire of London)
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- Know some similarities and differences between things in the past and now, drawing on own experience and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Events beyond living memory that are significant nationally or globally

- Can recognise the difference between past and present in their own and others' lives.
- They know about, and can recount episodes from stories about the past.
- Can recall some facts about people/events before living memory.
- Can give a simple reason why somebody acted as the way they did in a historical situation.

Events beyond living memory that are significant nationally or globally

- Can identify differences between ways of life at different times.
- Can give reasons why an event took place, and use information to describe the past.
- Can recognise why people did certain things, why certain events happened and what happened as a result.
- Can give reasons for more complex human actions.

<u>Significant historical events, people and places locally</u>

- Use stories to encourage children to distinguish between fact and fiction.
- Look at books, videos, photographs, pictures and/or artefacts to find out about the past.
- Identify different ways in which the past can be represented.
- Find answers to simple questions about the past from sources of information e.g. artefacts.

<u>Significant historical events, people and places</u> <u>locally</u>

- Compare pictures or photographs of people or events from the past.
- Compare two versions of a past event.
- Ask questions about the past.
- Observe or handle sources to answer questions about the past based on simple observations.

Live	s of significant individuals in the past	Lives of significant individuals in the past
	•	
	 Use timelines to order events or objects. 	 Describe objects, people or events in
	 Talk, write and draw about things from the 	history.
	past.	Use timelines to order events or objects or
	pasti	to place significant people.
		to place significant people.
Con	amunicata thair knowledge through: (Investige	to fact find apply)
<u> Con</u>	Communicate their knowledge through: (Investigate, fact find, apply) - Discussion	
	- Drawing pictures	
	- Drama/role play	
	- Making Models	
	- Writing	
	- Using ICT	
	- Investigating artefacts	