



## Pinfold EYFS and KSI History Skills and Essential Knowledge Overview

Year A	Home Sweet Home	Exploration and Survival	Save the Planet
	Victorians (Liverpool)	Famous Explorers- Neil Armstrong & Christopher Columbus	Kings and Queens
<b>Nursery</b>	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family's history		
<b>Reception</b>	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand the effect of changing seasons on the natural world around them. <b>Talk about the lives of the people around them and their roles in society.</b> <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b> <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b>		
<b>ELG's</b>			
<b>Chronology</b>	Yr 1-Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.	Yr 1-Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past.	Yr 1-Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.
<b>Events People and Change</b>	Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Yr 2- Develop awareness of significant historical events, people and places in	Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Yr 2- Demonstrate awareness of the lives of significant individuals in the past	Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of



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	<p>their own locality.</p>	<p>who have contributed to national and international achievements.</p>	<p>national life where appropriate). Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.</p>
<p><b>Interpretation, Enquiry and Using Sources</b></p>	<p>Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Yr 2- Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did.</p>	<p>Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Choose parts of stories and other sources to show what they know about the past. Yr 2- Ask and answer simple questions about the past through observing and handling a range of sources. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which the past can be represented. Choose parts of stories and other sources to show what they know about the past.  Yr 2- To ask questions about the past through observing and handling a range of sources. Consider why things may change over time. Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.</p>
<p><b>Communication</b></p>	<p>Yr 1- Describe special or significant events. Use simple historical terms. Yr 2- Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms</p>	<p>Yr 1- Describe special or significant events. Retell simple stories or events from the past. Yr 2- Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts</p>	<p>Yr 1- Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms. Yr 2- Talk about what / who was significant in simple historical accounts.</p>



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Year B	History of Britain	The Hot and Cold World	The Planet
	Guy Fawkes and the Gun Powder Plot	Toys	Castles
<b>Chronology</b>	<p>Yr 1- Recognise the distinction between past and present. Order and sequence some familiar events and objects. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p>	<p>Yr 1- Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past.</p>	<p>Yr 1- Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p>
<b>Events People and Change</b>	<p>Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate). Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.</p>	<p>Yr 1- Describe some changes within their living memory (including aspects of national life where appropriate). Yr 2- Develop awareness of significant historical events, people and places in their own locality.</p>	<p>Yr 1- Describe some changes within their living memory (including aspects of national life where appropriate). Yr 2- Develop awareness of significant historical events, people and places in their own locality.</p>
<b>Interpretation, Enquiry and Using Sources</b>	<p>Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which</p>	<p>Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which</p>	<p>Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions about the past. Identify some of the basic ways in which</p>



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	<p>the past can be represented. Choose parts of stories and other sources to show what they know about the past. Yr 2- Recognise some basic reasons why people in the past acted as they did. Choose parts of stories and other sources to show what they know about significant people and events.</p>	<p>the past can be represented. Yr 2- Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time.</p>	<p>the past can be represented. Yr 2- Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time.</p>
<p><b>Communication</b></p>	<p>Yr 1- Describe special or significant events. Retell simple stories or events from the past. Use simple historical terms. Yr 2- Talk about what / who was significant in simple historical accounts. Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.</p>	<p>Yr 1- Retell simple stories or events from the past. Use simple historical terms. Yr 2- Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.</p>	<p>Yr 1- Use simple historical terms. Yr 2- Demonstrate simple historical concepts and events through role-play, drawing and writing. Use a variety of simple historical terms and concepts.</p>



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Year C	All roads lead to home	Survival	Out of this world
	My Family War and Remembrance	Nurturing Nurses - Mary Seacole and/or Florence Nightingale	Travel and Transport
<b>Chronology</b>	Yr 1- Order and sequence some familiar events and objects. Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.	Yr 1- Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.	Yr 1- Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.
<b>Events People and Change</b>	Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Retell some events from beyond their living memory which are significant nationally or globally. Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.	Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.	Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.
<b>Interpretation, Enquiry and Using Sources</b>	Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions	Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions	Yr 1- Make simple observations about different people, events, beliefs and communities. Use sources to answer simple questions



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Year D	No Place like Home	The World and Me	Oh We Do Like to be Beside the Seaside
	Homes and Houses	Brave Women- Rosa Parks and Emily Davison	Seaside Holidays in the past
<b>Chronology</b>	<p>Yr 1-Recognise the distinction between past and present. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p>	<p>Yr 1-Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p>	<p>Yr 1-Recognise the distinction between past and present. Order and sequence some familiar events and objects. Identify some similarities and differences between ways of life at different times. Use some everyday terms about the passing of time such as 'a long time ago' and 'before'. Yr 2- Order and sequence events and objects. Recognise that their own lives are similar and / or different from the lives of people in the past. Use common words and phrases concerned with the passing of time.</p>
<b>Events People and Change</b>	<p>Yr 1-Describe some changes within their living memory (including aspects of national life where appropriate). Yr 2- Develop awareness of significant historical events, people and places in their own locality.</p>	<p>Yr 1-Retell some events from beyond their living memory which are significant nationally or globally. Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Yr 1- Retell some events from beyond their living memory which are significant nationally or globally. Describe some changes within their living memory (including aspects of national life where appropriate). Yr 2- Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Develop awareness of significant historical events, people and places in their own locality.</p>
<b>Interpretation, Enquiry and Using Sources</b>	Yr 1-Make simple observations about different people, events, beliefs and	Yr 1- Make simple observations about different people, events, beliefs and	Yr 1- Make simple observations about different people, events, beliefs and



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