

Progress model (skills that build in challenge) with a scaffold of opportunities.
EYFS Historians

What EYFS Historians need to know:

How can the children show they are Historians?

<p>Chronology - that times passes in sequential order.</p>	<p>Order and sequence:</p> <ul style="list-style-type: none"> • The order of the days of the week. • Seven days in week, fifty two weeks in a year. • The order of the seasons. • Times of the day. • Twenty four hours in a day, 60 minutes in an hour. • Changes in weather at different times of the year. • Language related to time, before, later, in the evening, the weekend, last year. 	<ul style="list-style-type: none"> • Name the days of the week and seasons. • Use language about times of the day, what is happening during the seasons. • Talk about their daily and weekly routines.
<p>Chronology - in relation to family and the children's own history.</p>	<p>Order and sequence:</p> <ul style="list-style-type: none"> • Family make up (types of family groups). • Growth from babies to adults. • Family trees. • Family timelines. • Change within families in response to time - going to school, college, university, marrying, getting a job, setting up own home, birth and death. 	<ul style="list-style-type: none"> • Discuss the chronology of their own life story and family history. • Talk about before they were born. • Create timelines of their own life. • Recount memories and explain who and what was happening in photographs. • Recognise changes in themselves. • Notice and celebrate newly acquired skills in themselves. • Sort household items and their clothes from today and in the past.
<p>Chronology - in relation to homes, school and transport.</p>	<p>Order and sequence:</p> <ul style="list-style-type: none"> • The age of homes we know and live in. • The age of the school and any additions to it. • The age of cars, bicycles, buses, trains, 'planes and toys old and new. 	<ul style="list-style-type: none"> • Recognise that some homes are older than others by going on a local area walk. • That parts of the school are younger/older than others by exploring areas of the school and considering documents and photographs. • Compare the similarities and differences in forms of transport today and in the past.
<p>Chronology - interpretations of history and the use of evidence. The passage of time Changes in the world around us.</p>	<ul style="list-style-type: none"> • Know about people who lived at different times in different places through stories. • Know about significant local people from history. • Know where we get our information about change from; books, internet, adult experiences. 	<ul style="list-style-type: none"> • Retell accounts from the past, discussing similarities and differences. • Explain the difference between fiction and non-fiction. • Understand the cause and consequences of events (something happened because of and this means.....). • Begin to understand how historians use evidence by naming various types of evidence and talking about visiting a museum.
<p>Chronology - events that happen regularly at specific points of the year</p>	<ul style="list-style-type: none"> • Celebrations of special days and special times throughout the year (Christmas, birthdays, eid). • Celebrations of people from the local community. 	<ul style="list-style-type: none"> • Recount events and why they are celebrated. • Recall information from local people/visitors to the school. • Explain the significance of places by visiting memorials in the local town, park and places of worship.
<p>Chronological vocabulary associated with all of the areas above.</p>	<ul style="list-style-type: none"> • The past tense of verbs. • The concept of before and after. • Ordering language, first, next, after, in the end. • Language associated with family groups and communities. • Language associated with events and places. • Language associated with the passing of time. 	<ul style="list-style-type: none"> • Use the past tense accurately. • Sequence events/stories. • Explain the difference between fiction and non-fiction.