

Early Years Progression

for Historical Skills and Knowledge

The teaching of historical skills and knowledge begins in Early Years at Swansfield Park Primary School as part of the Understanding the World curriculum. Alongside this progression grid, effective communication and language skills are an essential part of historical development for our youngest learners.



| Optimum Learning Point | Becoming a historian |
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| Pre-School | Make connections between own family and families encountered within immediate experience and stories. For example “I’ve got a brother.” |
| Pre-School | In discussion and in games, match ‘same’ and identify ‘different’ within the context of people and families. |
| Nursery | Identify the members of their own family |
| Nursery | Use appreciate vocabulary to identify members of own family (for example brother, sister, parents/guardians, grandparents, ensuring inclusivity and sensitivity to all families) |
| Nursery | Through pictures, key vocabulary and story book examples, begin to make and explain connections between family members (for example, “Nanna... that’s mummy’s mummy”) |
| Nursery | Talk about significant events in close family history (for example, holidays, celebrations, birth of a sibling) |
| Nursery | Through games, discussion and immediate experience begin to identify differences between people (for example, blonde hair, brown hair) |
| Nursery | Through stories and discussion, continue to experience and embrace a range of families. |
| Reception | Talk confidently about own family, using key vocabulary (parents/guardians, siblings, grandparents, cousins, aunts, uncles) and extend this to talk about families who are known to them (for example, known adults in and beyond school, neighbours, peers) |

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| Reception | Begin to identify and talk about the roles that people play in society (For example, teachers, people who help us, government and monarchy) |
| Reception | When looking at a picture of a familiar event, for example Christmas celebrations, Bonfire Night, holiday settings, snowy experiences), chronologically link this event to their own experience “That’s when I was two” “I wasn’t born then.” |
| Reception | Within stories and pictures, identify similarities and differences between characters and settings from the past and contrast these with their own experiences. For example, the clothes that Guy Fawkes wears in illustrations, the buildings seen, different modes of transport, toys. |