



Early Years Progression

for Historical Skills and Knowledge

The teaching of historical skills and knowledge begins in Early Years at Longhoughton CE 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.

Nursery	Reception
Through stories and discussion experience and embrace a range of families	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 etc.)
Through games, discussion and immediate experience begin to identify differences between people (for example, blonde/brown hair)	
Talk about significant events in close family history (for example, holidays, celebrations, birth of a sibling)	Talk confidently about own family, using key vocabulary (parents/guardians, siblings, grandparents, cousins, aunts, uncles etc.) and extend this to talk about families who are known to them (for example, known adults in and beyond school, neighbours, peers)
Through pictures, key vocabulary and story book examples, begin to make and explain connections between family members (for example, "Nanna...that's my Mummy's Mummy")	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 even born then"
Use appropriate vocabulary to identify members of their own family (for example; brother, sister, parents/guardians, grandparents - ensuring inclusivity and sensitivity to all families)	
Identify the members of their own family	Begin to identify and talk about the roles that people play in society (for example, teachers, people who help us, government, and monarchy)