

EYFS ENDPOINTS - History Knowledge and Skills document

EYFS – Historical Skills

	Historical Enquiry	Chronological Understanding	Historical Interpretation	Organisation and Communication
Nursery	Shows interest in the lives of people who are familiar to them Ask a question about a historical artefact? (What is it? What does it do?)	Remembers and talks about significant events in their own experience. Can create a timeline of the sequence of a story. “What happened next?” <i>Beginning, middle, end</i> Can create a timeline of their routine when getting ready for school.	Can identify what is the same and what is different about themselves and their peers’ routines	Recognise and describes special events for family and friends Draw a picture, make a model, write, create role play about a special event that happens or happened in their life.
Rec	Asks and answer questions about sources of evidence relating to their topic (What is that used for? Why did they do that? Which things are old and new?)	Talks about past and present events in their own lives and the lives of family members.	They know about similarities and differences between themselves, others, and among families, communities and traditions. Identifies similarities and differences of objects and artefacts (old and new)	Sort events or objects into groups (old and new / then and now) Orally explain or tell a story (with or without role play) about a significant historical event that has taken place or reoccurs yearly. Castles / Bonfire Night
Historical Vocabulary	day, week, old, new, before, after, today, tomorrow, yesterday, a long time ago, objects, later, then, now, earlier, year, special			
Historical Themes	Social Justice		Conflict	
	My family, grandparents Celebrations – different families (discussed through stories)		Bonfire night (discussed through stories)	

EYFS – Knowledge Grid

Nursery - Understanding the World

Checkpoint 1

Make connections between the features of their family and other families.

Checkpoint 2

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

Checkpoint 3

Continue to develop positive attitudes about the differences between people.

Checkpoint 4

Talks about people and times that are special to them and their family and friends, like “remember the party when we had fireworks and big bangs
Begin to make sense of their own life-story and my family's history
*Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos
*Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year

Vocabulary

Family, parent, Grandparent, young, old, old woman, old man, Season, Autumn, Winter, Spring, Summer, Easter, days of the week, poppy, soldiers

Traditions, younger, youngest, older, oldest, celebrate, fossil, extinct, palaeontologist, discovery, remembrance, new life, hatchling

EYFS – Knowledge Grid

Reception - Understanding the World

	Past and Present	People, Culture and Communities	The Natural World
Checkpoint 1	Discuss who is in their family and show some sense of their own history, e.g. <i>“I was born first and then the twins”</i> or <i>“before I was born, Mummy lived in Spain but now we live in London”</i> .		
Checkpoint 2	Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. <i>“When I was a baby, I had a Christening”</i> or <i>“At my third birthday, I had a dinosaur cake”</i> Understand that the past is the time <i>“before now”</i> .		
Checkpoint 3	Discuss images of the past and contrast them in discussion, e.g. <i>“They are travelling on a horse and cart because there were no cars like we have then”</i> . Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.	Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival.	
EOY inc ELG	ELG - Talk about the lives of the people around them and their roles in society. ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	

Vocabulary

Guy Fawkes, parliament, gunpowder plot, November, past, present, material, plastic, clay, porcelain, tin, transport, penny farthing, horse and cart, technology, desk top computer, laptop, smart phone, hand held device