



Year EYFS	
COMPONENT SKILL	
Chronological Understanding	
To sequence and order artefacts, events and dates.	To sequence simple events from a personal experience e.g. their day
To accurately use dates and terms to describe historical events	To sequence simple pictures of a personal experience e.g. their day
To understand, use and create accurate timelines.	To use and understand daily visual timetable
To understand and use relevant and specific dates and terms within chronology (refer to vocabulary list)	
COMPONENT SKILL	
Range and Depth of Historical Knowledge	
To identify similarities and differences between the past and present	To compare how/if the lives of grandparents, parents and themselves have changed e.g. toys
To identify similarities and differences between ways of life in different periods	To recount significant events in living memory e.g. birthdays, Christmas or new member of the family compared to grandparents, parents and themselves
To identify and note connections, contrasts and trends over time	To look at videos and photos to find out about the past, linking to their own experiences

To examine causes and results of great events and the impact of these	To know that people and objects may change over time
COMPONENT SKILL Historical Enquiry	
To understand and recognise the use of primary and secondary sources of information to investigate the past	EYFS To know that we can find out about the past using photos and videos
To use a wide range of different sources to collect evidence about the past	To look at photos and videos to find out about the past linking to their own experiences
To select relevant information and research to address historically valid questions and construct detailed, informed responses	To begin to answer questions using some sources
To ask historically valid questions to further their own knowledge and support their own lines of enquiry	To begin to form questions
COMPONENT SKILL Interpretations of History	
To understand that knowledge of the past is constructed from a range of sources	To understand the past through settings, characters and events encountered in books read in class and storytelling.
To understand that interpretations of historical events can differ and examine reasons for this	To know that a photo shows what has happened in the past
To evaluate the usefulness of different sources	To discuss whether they think a story is real in comparison to a photo

COMPONENT SKILL Organisation, Presentation and Communication	
To develop understanding and use of accurate historical vocabulary	To retell stories about their own lifetime
To present, communicate and organise ideas using a variety of techniques and styles	To use past tense when telling a story
	To look at time lines containing photos of different age people
To plan and present projects and research about a studied period	To tell stories about the past