# History

EYFS to KS1 Progression

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|  |  | **Development Matters**  **3 & 4-year-olds will be learning to:** |  | **Development Matters**  **Children in Reception will be learning to:** | **Statutory Framework Early Learning Goals** |
| **Communication** |  |  |  |  | **Speaking**  • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. |
| **Maths** | • | Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ |  |  |  |
| **Understanding**  **the World** | •  • | Begin to make sense of their own life-story and family’s history.  Understand the key features of the life cycle of a plant and an animal. | •  • | Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past. | **Past and Present**   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling. |

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| **Y1 National Curriculum Objective**  **History** |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.  **Pupils should be taught about** -   * Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. * Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries). * The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.   • Significant historical events, people, places in their own locality |

**Historical knowledge and skills through EYFS**

**Preparing for KS1**

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| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **All about Me** | **Celebrations** | **Kings and Queens** | **Kings and Queens** | **Animals** | **Animals** |
| **Children in Nursery will:**  Name and talk about members of their immediate family  Share their family photos and name the people shown  Explore seasonal change (change occurred throughout their lifetime)  Engage in baby role play and talk about how they have changed since they were a baby  Learn about different occupations and roles in society.  Take part in ‘find out Friday’ – opening up lines of enquiry; what would you like to know? | **Children in Nursery will:**  Engage in role play related to family customs and celebrations, e.g. Christmas and birthdays.  Learn about festivals, such as Diwali and the historical stories attached to them  Share and discuss family celebrations and customs  Learn about Bonfire Night  Discuss Remembrance day and make poppy art. | **Children in Nursery will:**  Engage in role play related to Kings and Queens  Discuss customs and roles of Kings and Queens  Look at castles and use construction materials to make their own  Learn the name of our King | **Children in Nursery will:**  Look at castles and compare to the home in which they live  Explore stories from different times and cultures  Look at seasonal change. | **Children in Nursery will:**  Look at life cycles of different insects and animals and understand the process of change  Explore stories from different times and cultures  Look at seasonal change. | **Children in Nursery will:**  Look at life cycles of different insects and animals and understand the process of change  Explore stories from different times and cultures  Look at seasonal change. |
| **Children in Reception will:**  Talk about people of significance in their lives  Look at and talk about their family photos; understand and talk about their life-story  Talk about and understand family customs and routines.  Look at pictures of familiar situations of the past and compare characters in stories from the past to now.  Learn about black history month**.**  Explore how things have changed within their life-time, e.g. seasonal change, growing.  Learn about different occupations and why these roles in society are important. | **Children in Reception will:**  Learn about and comment on stories from the past and their characters, e.g. Rama and Sita.  Share and discuss family celebrations and customs  Learn about Bonfire Night and the historical significance.  Discuss Remembrance day and make poppies**.** | **Children in Reception will:**  Design a coat of arms representing their family  Learn some Kings and Queens from history  Look at pictures of historical castles and compare to buildings of today  Have an understanding of Kings and Queens of rulers and learn about our King. | **Children in Reception will:**  Compare features of castles to our homes.  Explore stories from different times and cultures  Look at seasonal change. | **Children in Reception will:**  Understand the process of change through life cycles  Explore stories from different times and cultures  Look at seasonal change. | **Children in Reception will:**  Understand the process of change through life cycles  Explore stories from different times and cultures  Look at seasonal change.  Reflect on their year: how they have changed emotionally, physically and what they have achieved |