

# History - Curriculum Progression

## EYFS (linked to National Curriculum)

### LEARNING PROGRESSION

<p><b>Chronological Understanding</b></p>	<p>Begin to make sense of their own life-story and family's history. <b>(UtW 3&amp;4)</b></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>(UtW ELG)</b></p>
<p><b>Knowledge and Interpretation</b></p>	<p>Make connections between the features of their family and other families <b>(UtW 2-3)</b></p>	<p>Comment on images of familiar situations in the past. <b>(UtW Rec)</b>            Talk about members of their immediate family and community. <b>(UtW REC)</b>            Talk about the lives of people around them and their roles in society <b>(ELG)</b>            Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>(UtW/P&amp;P ELG)</b></p>
<p><b>Historical Enquiry</b></p>	<p>Talk about what they see using a wide vocabulary. <b>(UtW 2-3)</b></p>	<p>Compare and contrast characters from stories, including figures from the past. <b>(UtW Rec)</b></p>

# EYFS - Nursery/Reception - History Curriculum Overview

EYFS Topics						
Year A	This is Me!	Super Celebrations	Out of this World!	Once Upon a Time	All Creatures Great and Small	Let the Adventures Begin!
Year B	All about Me!	Let's Have a Party!	A World of Pure Imagination	Happily Ever After	All Things Bright and Beautiful	Let's Go on an Adventure!
<b>Vocabulary</b>	Days of the week When I was little Old and new parent, grandparent, great grandparent,	Yesterday, today, tomorrow memory, remember Birthdays, Christmas etc. parent, grandparent, great grandparent,	Past, present, future, day, week, month Neil Armstrong, Ernest Shackleton lifetime, events	A long time ago, long long ago Past and present	David Attenborough	old and new then and now historical transport/clothes future
<b>I know that/ I know how</b>	<p>I know that I have my own life-story.</p> <p>I know that my family has its own history.</p> <p>I know how to talk about the lives of people around me.</p> <p>I know how to comment on images of familiar situations in the past.</p> <p>I know how to talk about people's roles in society.</p>	<p>I know that my family has its own history.</p> <p>I know how to talk about the lives of people around me.</p> <p>I know how to comment on images of familiar situations in the past.</p> <p>I know how to talk about people's roles in society.</p>	<p>I know that we can experience the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>I know that we can experience the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I know how to talk about people's roles in society.</p> <p>I know how to compare and contrast characters from stories, including figures from the past.</p>	<p>I know how that I have my own life-story.</p>	<p>I know that we can experience the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I know how to talk about the lives of people around me.</p> <p>I know how to comment on images of familiar situations in the past.</p> <p>I know how to talk about people's roles in society.</p> <p>I know how to discuss some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</p> <p>I know how to compare and contrast characters from stories, including figures from the past.</p>