



# **EYFS—KS1 HISTORY**

## **Progression Map**

# ELG

- **Talk about the lives of the people around them & their roles in society**
- **Know some similarities & differences between things in the past & now, drawing on their experiences & what has been read in class**
- **Understand the past through settings, characters & events encountered in books read in class & storytelling**

# HISTORY PROGRESSION MAP



## Vocabulary

Yesterday

Last week

At the weekend

This morning

Last night

**Past**

**In order**

**Time**

**Sequence**

**Chronological**

**Timeline**

**Changes**

**Passing time**

## RECEPTION

- Use talk to organise, sequence and clarify thinking and events
- **Compare & contrast characters from stories, including figures from the past (UW)**
- **Comment on images of familiar situations in the past (UW)**

## CHRONOLOGICAL UNDERSTANDING

Progression Map

## NURSERY

- Retell past events in correct order
- Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences
- Remembers & talks about significant times or events for family & friends
- **Begin to make sense of own life-story & family's history (UW)**
- \* **Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'** (M)

## YEAR 1

- Put up to three objects in chronological order (recent history) on a time line
- Label timelines with pictures, words or phrases
- Tell others about changes that have happened in my own life since I was born
- Talk about how things have changed since my parents or grandparents were children
- Use dates to talk about people or events from the past? (when appropriate)
- Place known events and objects in **chronological order**.
- Sequence events and recount changes within living memory.
- **Use common words and phrases relating to the passing of time.**

# HISTORY PROGRESSION MAP



## Vocabulary

Who  
What  
How  
When  
Why  
Because  
Find out  
I wonder....  
I can see....  
I saw....  
**Similar**  
**Different**  
**Then**  
**Now**  
**Past**  
**Questions**  
**Find out**

## HISTORICAL ENQUIRY

Progression Map

### RECEPTION

- Ask questions to find out more & to check understanding of what has been said to them (C&L)
- Understands questions such as who, why, when, where & how
- Understands a range of complex sentence structures including tense markers
- Engage in non-fiction books (C&L)

### YEAR 1

- Show some understanding of how people find out about the past
- Show some understanding of how evidence is collected and used to make historical facts
- Ask questions such as: What was it like for people? What happened? How long ago?
- Answer questions by using different sources, such as an information book or pictures
- Find answers to simple questions about the past from **simple sources** of information.
- Describe some **similarities and differences** between artefacts.
- Sort artefacts from 'then' and 'now'.
- Ask and answer relevant basic questions about the past.

### NURSERY

- Question why things happened & give explanations
- Understand **why and how questions** (C&L)
- Asks who, what, when & how questions

# HISTORY PROGRESSION MAP



## Vocabulary

Change  
Time  
World  
Past  
Memories  
Special events  
Recount  
Natural  
Memories  
Present  
Question  
**Artefacts**  
**Recount**  
**Famous**  
**Research**  
**Version**

### RECEPTION

- Use talk to organise, sequence & clarify thinking, ideas, feelings & events
- **Articulate ideas & thoughts in well-formed sentences (CL)**
- **Ask questions to find out more and to check understanding of what has been said (CL)**

### YEAR 1

- Answer questions using a range of artefacts/ photographs/pictures provided
- Talk about the different ways that the past is represent
- Recount some interesting facts from an historical event
- Talk about some important people from the past
- Talk about how their actions changed the way we do things today
- Recognise that there are reasons why people in the past acted as they did
- Tell you how I found out about people or events in the past
- Find out more about a famous person from the past and carry out some research
- Find out something about the past by talking to an older person
- Relate his/her own account of an event and understand that others may give a different version.

### NURSERY

- Develop an understanding of growth, decay and changes over time
- Comment and ask questions about aspects of the familiar world such as the place where I live or the natural world
- Bring in photographs, videos, relating to their past e.g. photo as a baby
- Preserve memories of special events e.g. make a book, video, photos
- Share stories about people from the past who have an influence on the present e.g. The Queen

## HISTORICAL INTERPRETATIONS

Progression Map

# HISTORY PROGRESSION MAP



## Vocabulary

Yesterday

Last week

At the weekend

This morning

Last night

How

Why

Because

I can see

I saw

Same

Different

Change

Explain

In order

A long time ago

## RECEPTION

- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why?
- Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain

## HISTORICAL VOCABULARY

Progression Map

## YEAR 1

- Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the ..... times?
- Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?
- Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?

## NURSERY

- Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night
- Understand and use vocabulary such as: how, why, because
- Understand and use vocabulary such as: I can see, I saw, same, different, change, what happened? Why? because

# HISTORY PROGRESSION MAP



## Vocabulary

Coronation

Queen

King

Lives

Present

Past

Events

History

**Similarities**

**Differences**

**Ways of life**

**Coronation**

### RECEPTION

- Give some **reasons** for some important historical events.
- Celebrate the Coronation of the King—Spring 2023.

### NURSERY

- Discuss the lives of significant individuals in the past who have contributed to national and international achievements e.g. The Queen.
- Celebrate The Coronation of The King—Spring 2023.

**UNDERSTANDING OF  
EVENTS, PEOPLE AND  
CHANGES**  
Progression Map

### YEAR 1

- Understand key features of events.
- Identify some **similarities and differences** between ways of life in different periods.

# HISTORY PROGRESSION MAP



## Vocabulary

Begin to make sense of their own life and their families history

Talk about photos and memories within their family and growing up

Comment on images of familiar situations in the past

Begin to develop an understanding of chronology when discussing routines and past events

Compare and contrast characters in stories, including figures from the past

Develop an understanding of past and present through stories and images

Family photos shared in class

Talking about our favourite toys, our parents favourite toys and grandparents favourite toys

Remembrance Day—learning about the meaning behind it and why it is remembered

Role-playing Kings, Queens, Prince's and Princess'

Building castles and castle features

## What does History look like in Early Years?

Ordering daily routines and visual timetables

Our academic year timeline to display key events the children have taken part in throughout the year

Dinosaurs—learning about Mary Anning

Exploring baby photos and how they have changed

Talking about what might happen next in a story

Ordering events such as how to make a sandwich or how to plant a seed

Celebrating Firework night and learning about Guy Fawkes

Discussing how some things are old and new

Ordering daily routines e.g. bedtime and tooth brushing

Learning about and playing

Sand area—children explore being archaeologists

Look at changes over time such as exploring lifecycles of ducklings,

Exploring famous astronauts—the first man on the moon

Exploring how transport has changed over time

Recapping on 'yesterday's' discussion/activities

Birthday timelines