Lister Primary School

History Progression
EYFS

Nursery	Reception

Characteristics of effective teaching and learning:
• playing and exploring – children investigate and experience things, and 'have a go'
• active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
• creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Understanding the World
ELG: Past and Present
Children at the expected level of development will: -

- 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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Chronological Understanding	• I can talk about my own immediate family • I am gaining an understanding about the passing of time (e.g. within the school day) • I am able to fit (2) events into a chronological framework (then and now) **see progression of timelines.** • I am beginning to understand and use past tense plurals correctly and vocabulary that relates to the passing of time e.g. yesterday – **see progression of vocabulary.**	• I can talk about my own family and know how they are similar/different to others • I am developing an understanding of things were different in the past and know things happened before I was born • I can fit people/events (3) onto a chronological framework – **see progression of timelines.** • I can use simple language that relates to the passing of time - **see progression in vocabulary**.

Assessment by end of reception	• To identify similarities and differences between the past and present and be able to plot these on a simple timeline (including story sequencing) • To use past and present tense correctly	

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Historical Enquiry	I can ask questions about my own immediate community and environment to extend my knowledge. To begin to understand 'how' and 'why' questions. I can use artefacts in my play and I am beginning to understand that some are old and some are new e.g. cameras.	• I know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle. • I am able to answer 'how' and 'why' questions • I can ask simple questions about artefacts
Assessment by end of year reception	To use real artefacts and photographs from the past to ask and answer simple questions	
Historical Interpretation	I can make sense of my own life story and family's history through photographs, stories and role play.	I am beginning to identify ways in which the past is represented through artefacts, photographs and stories.
Assessment by end of year reception	To understand the past through settings, characters and events encountered in books read in class and storytelling To understand what artefacts and photographs are from the past.	
Continuity and Change in and between periods	I can identify some similarities and differences between my own family and others.	I can identify some similarities/differences between ways of life at different times. E.g. changes in telephones

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Assessment by end of year reception	☐ To know some similarities and differences between things in the past and now.	
Cause and Consequence	☐ I know that there are consequences to my own behaviour	☐ I can talk about how my own behaviour and know how this impacts on others
Assessment by end of year reception	☐ To know my own behaviour has consequences and I can talk about how this impacts others	
Similarity/difference	☐ I can talk about my own immediate family ☐ I am gaining an understanding about the passing of time (e.g. within the school day) ☐	☐ I know some similarities and differences between the past and now e.g.
Assessment by end of year reception	☐ To identify similarities and differences between ways of life in the past through stories	
Significance of events and people	☐ I can remember and talk about significant events in my own life e.g. birthday.	• I can talk about how the lives of my parents/grandparents were different than today. • I know that events of the past have impacted celebrations and events today e.g. Christmas.
Assessment by end of year reception	☐ To talk about how significant events and people have impacted my own life and others.	

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