**St. Mary’s R.C. Primary School**

“**We Share, We Value, We Respect”**

EYFS History Progression Document

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **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 their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the **Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children’s learning in all areas.

The most relevant statements for History are taken from the following area of learning:

* **Maths**
* **Understanding the World**

|  |  |  |
| --- | --- | --- |
| **Development Matters Links** | | |
| **Three and Four Year Olds** | 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. |
| **Reception** | Understanding  The World | * Comment on images of familiar situations in the past. * Compare and contrast characters from stories, including figures from the past. * Talk about members of their immediate family and community. |

**Progress Model for Knowledge and Skills**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Minimum Expectations in Nursery | | Minimum Expectations in Reception | | | |
| Able to say who they are and who they live with**. (Autumn 1: All about me) (Autumn 1, Autumn 2: RE)**  **mum, dad, brother, sister, baby, hair colour, skin colour, boy, girl** | | Can briefly talk about some members of their family. **(Autumn 1, Autumn 2: RE)**  **big, small, bigger, smaller** | Can talk about past and upcoming events with their immediate family.  **(Progressive throughout the year depending on children’s personal events)**  **soon, later, then, yesterday, tomorrow, next week, a long time ago, special, celebration, gather** | Can talk about members of immediate family in more detail. **(Autumn 1: All about me) (Autumn 1, Autumn 2: RE)**  **What mum looks like, dad looks like, likes and dislikes** | Can discuss similarities and differences between people in their family. **(Autumn 1: All about me) (Autumn 1, Autumn 2: RE)**  **aunties, uncles, cousins, step family, grandparents, second homes, physical features eg hair colour** |
| Can sequence family members by size and name and understand their own life sequence from baby, toddler and child. **(Autumn 1: All about me)**  **baby, child, adult, big, small, tiny, little, medium, middle, first, then, now** | | Sequence family members by explaining who they are. **(Autumn 1: All about me)**  **baby, toddler, child, teenager, adult, elderly** | To continue the life sequence and know the differences/changes that happen. **(Autumn 1: All about me)**  **soon, later, years, grow, change, older, younger** | Sequence family members explaining who they are and the key differences between what they can/can’t do. **(Autumn 1: All about me)**  **mum, dad, grandparent, sister, brother, cousins, auntie, uncles, crawl, walk, eat, run, walking stick, wheel chair** | |
| Shows an interest in different occupations. **(Spring 2: Superheroes/People who help us)**  **nurse, doctor, police, fire, paramedic** | Talks about people who help them in their immediate area, i.e. in school and around the school grounds. **(Nursery & Reception: Autumn 1: All About Me)**  **lollipop person, caretaker, office staff, dinner lady,** | | Can identify emergency situations and know who to call. **(Summer 1: Heartstart)**  **999, help, ambulance, hurt, fire, firefighter, fire engine, stolen, police, blue light, siren** | | |
| Shares likes and dislikes. **(Autumn 1: All about me) Progressive throughout the year.**  **I like, I do not like, yes, no, my favourite** | | Comments on fictional characters in stories. **Progressive throughout the year throughout each topic. (Autumn 2: The Three Little pigs) (Spring 1: Gingerbread Man) (Summer 1: Jack and the beanstalk)**  **Kind, mean, not nice, happy, sad, scary, magical** | Shares some similarities between characters, figures or objects. **(Autumn 2: The Three Little pigs) (Spring 1: Gingerbread Man) (Summer 1: Jack and the beanstalk)**  **same, similar, different** | Compare and contrast characters from stories, sharing similarities and differences.  **(Autumn 2: The Three Little pigs) (Spring 1: Gingerbread Man) (Summer 1: Jack and the beanstalk)**  **version, old, new, alternative ending, alternative characters, change, sly, sneaky, selfish, loving, friendly, sweet natured** | |
| To recognise vehicles that we may see on the road. **(Spring 2: Superheroes/People who help us) (Summer 2: The Naughty Bus)**  **bus, car, bike, ambulance, fire engine, police car** | | | Comments on where different vehicles may be seen and know some of the different functions that they have.  **(Summer 2: The Train Ride)**  **Land, sea, sky, train, aeroplane, helicopter, ships, boats, submarines, trams.** | Compare trains, cars and aeroplanes from long ago and now – how have were they invented and how have they changed?  **(Summer 2: The Train Ride)**  **long ago, now, years, old, new, change, modern, history, important, engine, move, drive, fly** | |
| Comments on historical figures or objects in non-fiction texts.  **Florence Nightingale (Spring 2: People who help us), Rosa Parkes (Transport Summer 2)** | | | To comment on historical figures and objects from non-fiction texts, sharing similarities and differences.  **(link to minibeasts), Neil Armstrong, (Autumn 2: Reception) The Wright Brothers, (Summer 2: The Train Ride)** | | |

|  |  |
| --- | --- |
| End Points | |
| Nursery | Reception |
| * To show an interest in different occupations. * To comment on historical figures or objects in non-fiction texts. * To recognise vehicles we may see on the road. | * To compare and contrast characters from stories, including figures from the past. * To know some similarities and differences between things in the past. * To discuss similarities between people in their family. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Early Learning Goals** | Understanding  The World | Past and Present | * Talk about the lives of 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. |
| **Links to KS1 Curriculum** | * 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. * 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 and places in their own locality. | | |