

Knowledge and Skills Progression

EYFS

Term	Autumn	Spring	Summer
Topic Understanding the World ELG- past and present	All About Me -Talk about the lives of the people around them and their roles in society. -Understand the past through settings, characters and events encountered in books read in class and storytelling	My School Then and Now Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Toys and Games -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
Substantive Concepts	<i>Education, family history, childhood</i>	<i>Education, technology</i>	<i>Childhood, entertainment, technology</i>
Substantive Knowledge	<ul style="list-style-type: none"> I know how old I am and when my birthday is. I know who is in my family and what they do; e.g. my sister goes to school, my mum is a teacher, my dad works in a shop etc. I know that I look different now compared to my baby pictures. I know I go to school now and last year I was in nursery. I know what makes me special and things that are important to me and; this will be different to others. 	<ul style="list-style-type: none"> I know my school was here before I was born and some people’s parents/ grandparents went to the same school. I know some of the differences between photos of my school in the past compared to today. I know that technology helped make my school like how it is today. I know my daily timetable at school would have been different in the past. I know that some of the equipment we use today is different to what was used in the past, e.g. iPad. 	<ul style="list-style-type: none"> I know there are similarities and differences between the toys I play with today and those in the past. I know there are some toys that are still around today and just as popular, e.g. teddy bear. I know that toys in the past were mostly made of wood or fabric. I know we have more electronic games and toys now.
Disciplinary Knowledge	<ul style="list-style-type: none"> Compare a baby photo to one of them now; create a personal timeline. Use photos and objects to answer simple questions about their life in the past. Listen to stories/ life experiences of other children in the class and begin to show understanding of how their life is different to others. Begin to understand there are some things that have changed from when they were younger, and how some things remain the same; e.g. They still play with toys but now that they are older and can do more, the toys they play with now will be different. Talk about some of the similarities and differences between their life and that of another child in the class. Talk about their ‘treasure bag’ of memories (collection of things that are special to them) with the rest of the class. 	<ul style="list-style-type: none"> Sequence photos of the school in chronological order. Use photos and people’s recounts of their time at the school to answer simple questions about the past. Listen to the experiences of others and begin to show understanding of how their life is different to others. Recognise that some things that have changed from when the school was first built and how some things have remained the same. Talk about some of the similarities and differences between the school in the past and how it is today. Talk, draw and write about their school as it is today and how it was in the past. Explore and discuss some of the events that took place in the school in the past and what events that have taken place since they started school; to show understanding of change. 	<ul style="list-style-type: none"> Sequence toys in chronological order. Explore/ examine toys from the past and answer simple questions about them. Explore different sources of information; paintings of children playing games in the past, photos, stories etc. Recognise and talk about how a teddy bear has changed over time (e.g. the material used) but the basic design remains the same. Talk about some of the similarities and differences between toys now and in the past. Talk, draw and write about toys and games now and in the past. Begin to understand and explain how children entertained themselves in the past.

Knowledge and Skills Progression

EYFS

	<ul style="list-style-type: none"> Talk about significant people and events in their own life. 		
Key Vocab	Past, then, before, now, next, similar, different, important, special, timeline	Past, then, now, similar, different, change, school, building, technology	Past, then, now, similar, different, change, toys, games, technology, popular

Disciplinary Concepts and Historical Enquiry Key:

Chronology

Historical Enquiry

Historical Interpretation

Continuity and change

Cause and consequence

Similarities and differences

Presenting, Organising and Communicating

Understanding of events, people and changes in the past

It is important to note that these are only some of the topics covered in EYFS that link to the 'Understanding of the World' strand of the EYFS curriculum. The children are constantly exposed to the substantive and disciplinary concepts of history which will aid them as they continue their historical journey in KS1. The use of a daily time table as well as a 'learning journey' display illustrating the learning that has taken place throughout the year, provides pupils with an introduction to timeline and chronology. Celebration of different religious and cultural events enables their early understanding of commemoration and the idea of continuity and change throughout time. Pupils also learn about a number of historical figures linked to their interests and topics, such as Guy Fawkes, Neil Armstrong, Queen Elizabeth II to name a few. This provides an understanding of significant people from the past, some of which will be expanded upon in KS1.