

Greenbank Primary School

EYFS History Progression



ELG (End of Reception)	ELG: Past and Present <ul style="list-style-type: none">• 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.	
Greenbank EYFS Composite knowledge		
	Nursery	Reception
Historical Enquiry	<ul style="list-style-type: none">• Explore a variety of primary and secondary sources• Respond to fiction and nonfiction texts• Communicate ideas about the past within play e.g. role-playing roles such as knights, babies.	<ul style="list-style-type: none">• Explore and comment on a variety of primary and secondary sources• Ask questions• Respond to fiction and nonfiction texts• Communicate ideas about the past in different ways e.g. drawing, writing, drama, explanations
Historical significance	<ul style="list-style-type: none">• Talk about significant people within their own lives e.g. family members• Become aware of significant people within the community e.g. emergency services• Begin to recognise significant people such as King Charles III	<ul style="list-style-type: none">• Can talk about significant people and events from own lives• Recognise key figures such as King Charles III and people encountered within stories and non-fiction texts• Know about significant people within the community e.g. fire fighter, doctors
Continuity and Change	<ul style="list-style-type: none">• Begin to notice changes over time e.g. growing from a baby to a child• Comment on artefacts, photographs and stories from the past	<ul style="list-style-type: none">• Understand that things change over time• Identify similarities and differences between periods of time e.g. commenting on pictures from the past
Cause and consequence	<ul style="list-style-type: none">• Begin to see that behaviour can have an effect on others• Begin to understand that behaviour can have consequences	<ul style="list-style-type: none">• Understand that people’s behaviour can have an effect on others• Explain what consequences behaviours may have

Chronology	<ul style="list-style-type: none">• Identify if artefacts are from the past or present• Follow a simple time line e.g. visual timetable• Know things which have happened in the past• Sequence events and stories in chronological order	<ul style="list-style-type: none">• Understand that things that have already happened are in the past• Develop an understanding of before and after• Talk about their personal past experiences e.g. recounting celebrating a birthday• Sequence 2/3 events from a familiar story or event
Vocabulary		
yesterday, today, past, present, before, after, then, now, important, in order, change, cause, consequence, effect		
Key Experiences		
	<ul style="list-style-type: none">• Looking at artefacts and photographs from the past and present e.g. toys• Share and confidently discuss family and childhood photographs• Read fiction and non fiction texts about significant people and set in different periods of time• Opportunities to discuss behaviour and consequence (link to Jigsaw PSHE)• Opportunities to observe change e.g. planting seeds• Opportunities to role play the roles of significant people and people from the past• Visits from significant people from the community e.g. fire service• Sequencing activities linked to texts and experiences	
Continuous Provision opportunities		
<ul style="list-style-type: none">• Wide range of books including fiction and non fiction• Photographs reflecting different families and places over time• Access to small world resources which can be used to create representations of significant events and roles of significant people• Home Corner reflecting and representing different cultures and families• Enhancements linked to current events e.g. celebrations• Cause and effect toys• Visual timetable on display• Investigation areas to see changes over time e.g. growing boxes		