



EYFS to Year One Progression Document: History



Past and Present ELG

- 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.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<p>Know we have routines throughout the day</p> <p>Knows what we say is coming next is in the future</p> <p>Knows what we have done previously is in the past</p> <p>Start to observe things in their community.</p> <p>Know their age and that their age gets one older on their birthday.</p> <p>Know their parents/carers are</p>	<p><u>Peek into the Past - Through All About Me</u></p> <p>Introduce the concept of the past and present using photographs. Children may sort photos/objects into 'past' and 'present' using labelled hoops</p> <p>Adults will support opportunities arrange images in order from baby, toddler to child and then discuss changes over time.</p> <p>Children will sort baby toys and toys they use now. Children will discuss which toys was used in the past and which toys are used in the present/now.</p> <p><u>Adventures Through Time – Through People Who Help Us</u></p> <p>Display or share family photos to encourage discussion during child initiated play, photo's displayed can be found in the home corner.</p> <p>Children will be encouraged to follow key questions to discuss who is in their family; Who is in your family? Who is the oldest, who is the youngest.</p> <p>Children will explore transport stories in their book corner, children will be supported to sort vehicles into 'past' and 'present'.</p>	<p>History</p> <p>Historian</p> <p>After</p> <p>Before</p> <p>New</p> <p>Old</p> <p>Now</p> <p>Past</p> <p>Present</p> <p>Time</p> <p>Week</p> <p>Month</p> <p>Year</p> <p>Adult</p> <p>Toddler</p> <p>Job</p> <p>Steam</p> <p>Horse-drawn</p> <p>Transport</p> <p>Modern</p>	<p>know and use the time-related vocabulary; before, next, after, yesterday, last week, last year.</p> <p>know that they started as a baby but have since grown and changed.</p> <p>Know that someone's age is the time since they were born.</p> <p>Know that families include different generations and every family is unique.</p> <p>know about steam trains, horse-drawn carts, and early cars.</p> <p>know how these forms of transport have changed over time</p> <p>know that technological developments have influenced how we travel today</p>	<p>How am I making History?</p> <p>Develop an understanding of personal chronology - children will arrange three photos in chronological order on a timeline</p> <p>Explore how we learn about the past. To explore how we remember events - children bring in an item from home that tells a story about their past.</p> <p>To understand why some people are remembered in history - research a famous person and create a fact file. Present findings to the class.</p> <p>To explore how daily life has changed over time - sort images of past and present objects into categories. Discuss changes and reasons for them.</p> <p>To reflect on personal and shared history - work in groups to create a poster summarising their learning and present their findings to the class.</p> <p>How have toys changed?</p> <p>Children share and describe their favourite toy.</p> <p>Complete an activity sheet drawing and labelling their toy.</p>

<p>older than them</p> <p>Be able to talk about events that have happened in the past.</p>	<p>Children will be encouraged how they travel to school and how our vehicles today differ from vehicles in the past – links People Who Help Us topic?</p> <p>Children will make a modern vehicle in the junk modelling area.</p>			<p>Add the toy to a personal timeline. Interview a visiting adult or watch video interviews about past toys. Draw the visitor's or video character's favourite toy. To investigate what toys were like up to 100 years ago – sort and sequence toy images on a timeline. Match past and present toy images. Use a Venn diagram (Past, Now, Both) to sort similarities /differences. To investigate how teddy bears have changed over time - examine teddy bears from 1902 to present. Participate in a teddy bear picnic and compare features. Design a futuristic toy and create a museum ticket.</p> <p>How have explorers changed the world?</p> <p>Explore equipment or images related to explorers. Match explorers (Columbus, Kingsley, Henson, MacArthur) to past/present and sequence them on a class timeline. To recognise the achievements of different explorers using photographs - match explorers to achievements using image cards. Write a caption about the explorer's achievement. Discuss where they travelled and how. To understand how to record events on a timeline by ordering explorers - watch a video and examine key images. Choose and order the most important four events. Record events on a personal timeline To use photographs to find out about the past - examine historical images. Listen to audio clips of Henson's journey. Write speech bubbles to describe what might be said or felt.</p>
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				<p>Compare images of Columbus and MacArthur. Discuss and record one similarity and one change. Share how exploration has evolved. Choose one explorer studied. Design a “coat of arms” showing four key achievements or symbols of their journey. Share and explain their design with the class.</p>
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Reception children will learn about themselves as humans and begin to reflect on their own personal memories. They will explore their families' lives and compare them to their own, focusing on age and growth. This lays the foundation for understanding changes within living memory, which they will build on further in Year 1.

As part of this topic, we also explore historical and modern forms of transport, with a particular focus on steam trains and early cars. Children will discuss how transport has changed over time and compare it to the ways we travel today, including how they come to school.