

History / Understanding the World (Past and Present) Progression and Coverage Nursery – Year 2



	Autumn 1	Autumn 2 <i>Whole school Remembrance Day</i>	Spring 1	Spring 2	Summer 1	Summer 2	
Nursery	<p><i>Our EYFS Curriculum develops concepts and skills linked to 'History' through several strands of the curriculum including Communication & Language, Mathematics, Reading, Personal, Social and Emotional Development along with Understanding the World. Skilled practitioners provide a mix of adult led activities and purposeful interactions within continuous provision to develop 'history' skills.</i></p> <p>Progression of skills within EYFS</p>						
		Events	Sequencing	Interest	Resources	Language	Routines
	Nursery	Shows interest in a photograph of a past event.	Can turn pages in a book.	Shows interest in themselves and their own life.	Will explore objects at a sensory level.	Uses simple language connected to the 'here and now'.	Will need adult support to follow a sequential daily routine.
Reception	Can talk about when something happened using language associated with the passage of time.	Can sequence events from a known story by ordering pictures and/or retelling the story in their own words.	Is interested in people around them and the lives of others. Can talk about their own family.	Can think about and give opinions in relation to how artefacts may have been used in the past.	Can switch between talking about the present, past and future whilst using appropriate language.	Will independently follow some aspects of a familiar routine.	
Year 1	<p><u>How am I making history?</u> Looking at personal chronology and finding out about the past within living memory. By examining photographs and asking questions, children investigate chronology. Beginning to look at a simple timeline extending back to before they were born.</p>		<p><u>How have toys changed?</u> Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.</p>		<p><u>How have explorers change the world?</u> Finding out about events and people beyond living memory, children particularly think about explorers and what makes them significant. They create a timeline and investigate which parts of the world they explored, before comparing explorers and discussing ways in which these significant people could be remembered.</p>		
	Year 2	<p><u>How was school different in the past?</u> Understanding that although schools have been in the local area for a long time, they have not always been the same; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.</p>		<p><u>How did we learn to fly?</u> Developing their knowledge of events beyond living memory and reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.</p>		<p><u>What is a monarch?</u> Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.</p>	