


**Nursery to Reception Progression and Knowledge Organiser – History (Understanding the World)**

|                                |   |  |   |  |  |   |  |
|--------------------------------|---|--|---|--|--|---|--|
| England Class Nursery          | EYFS Curriculum: Development Matters – Understanding the World Past and Present – 3-4 Year Olds<br><br><ul style="list-style-type: none"> <li>• Begin to make sense of their own life story and family history.             <ul style="list-style-type: none"> <li>• Show interest in different occupations.</li> </ul> </li> </ul> |  |   | Progression towards ELG:<br><br><ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |  |   |  |
| Curriculum Coverage (Examples) | Autumn 1<br><br><i>Discuss different types of families. Are all families the same? Draw our family. Look at the family tree board. Who lives in our house?</i>  | Autumn 2<br><br><i>Comparing ourselves to our friends. Looking for similarities and differences In pairs use a mirror to describe how we look. Record info on a graph.</i> | Spring 1<br><br><i>Look at old and new teddy bears. Discuss differences and similarities. Teddy Bears picnic.</i> | Spring 2<br><br><i>What do you do at bedtime? Do you have a favourite teddy, story? How was bedtime different when you were a baby? Pyjama Day</i>   | Summer 1<br><br><i>Listen to what children say about their own experiences with people who are familiar to them.</i> | Summer 2<br><br><i>Talk about people they may have come across, such as the police, the fire service, doctors and teachers. Ask any parents to come in for a talk about jobs. Fire service &amp; Police visit</i> |  |
| Key Vocabulary                 | Old, new, a long time ago, today, family, I had ..., yesterday  |  |   |  |  |   |  |

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| Wales/Scotland Classes<br><br>Reception | EYFS Curriculum: Development Matters – Understanding the World: Past and Present<br><br><ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> </ul> |  |  | Progression towards ELG:<br><br><ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |  |  |  |
| Curriculum Coverage (Examples)          | <i>Discuss different types of families. Are all families the same? Share photos of our</i>  | <i>Comparing ourselves to our friends: similarities and differences. Reading books around diversity. Special</i> | <i>Look at old and new toys. Discuss</i> | <i>What do you do in the day? Do you have a favourite teddy, story, meal?</i>  | <i>Listen to what children say about their own experiences</i> | <i>Talk about people they may have come across within their community, such as</i> |  |

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|----------------|---|---------------------------------------|--------------------------------------|--|---|--|
|                | <i>family and display in class.</i>   | <i>Me boxes shared in Circle Time</i> | <i>differences and similarities.</i> | <i>How was daytime different when you were a baby?</i> | <i>with people who are familiar to them. King's Coronation London</i> | <i>the police, the fire service, doctors and teachers.</i> |
| Key Vocabulary | History, historian, after, before, new, old, now, past, present, time, when I was ..., picture, photograph, very old, yesterday, same/different, artefact |                                       |                                      |  |   |  |

| Progression of Skills   |   |   |  |   |   |
|---|---|---|--|---|---|
|   | Chronological Understanding   | Range and depth of historical knowledge An overview of world history  | Investigation and Interpretations of history   | Historical enquiry  | Organisation and communication  |
| Nursery<br><br>Reception | I can talk about significant events in my own experience.   | I can talk about past and present experiences in my own life.   | I can talk about photographs in my family book.  | I can ask questions about why things happen and give explanations.  | I can use vocabulary that reflects my experiences.  |
|   | I can talk about past and present events in my own life.<br><br>I can talk about a past event in the correct order<br><br>I can compare modern and old objects.<br><br>I know my life is different from the lives of people in the past.<br>I begin to show understanding of time | I can talk about a past experience in the correct order.<br><br>I have begun to understand how things change over time.<br><br>I am beginning to understand the passage of time.<br><br>I can recall some simple facts.<br><br>I can put events or objects in order.<br><br>I can give one cause of an event. | I can ask questions about why things happen and give explanations.<br><br>I can look at or touch objects from the past and comment on its appearance.<br><br>I can look at the differences between 'long ago' and 'now'.<br><br>I may be able to give you my own view on why something happened in the past or how I know. | I can talk about differences between old black and white photos and colour photos of the present day.<br><br>I begin to make accurate comparisons between modern and old objects. | I can use past, present and future forms accurately when talking about events that have happened.<br><br>I am beginning to use the correct words, such as 'yesterday', 'past' etc<br><br>I can tell you about the past in one way e.g orally using common words and phrases relating to the passing of time or drawing. |