Nursery to Year 1 Subject Progression
EYFS Topics that link: Marvellous Me; A Land Before Time; Out of this World; On the Farm; A Ticket to Ride

	2- 3 Year Olds Past and Present	3-4 Year Olds Past and Present	Reception Past and Present	Early Learning Goal	Year 1 National Curriculum	Key stage 1 National Curriculum
History	**Children at the expected level will be able to:** **Past and Present** -I am beginning to make sense of my own life-story and family history. -I can show some awareness of the time of day e.g. dinner time or bedtime. -I can make connections between the features of my family and those of other families, recognising similarities and differences.	**Children at the expected level will be able to:** **Past and Present** -I can comment on fictional/historical figures or familiar objects or situations from the past. - I can tell you about my family and who lives in my house and those who do not. -I can sequence family members according to name/size, and describe who they are e.g. baby, child, adult. -I can identify some similarities and some differences. I can sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly. -I can use words to sequence e.g. first, then, next, after that, in the end. -I show an awareness of morning, dinner time, afternoon and evening. -I know there are days of the week/ seasons and I can begin to name these. -I can talk about events using the present and past tense.	**Children at the expected level will be able to:** **Past and Present** -I can share my likes and dislikes about historical figures, familiar objects, or familiar situations from the past. -I can answer questions about my family. -I can make comparisons between historical figures or familiar objects or situations from the past using story books and information books. -I can identify some similarities and differences. -I can sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do. -I understand and explain that there are differences and similarities between people of different ages. -I can describe memories that have happened in my own life. -I can sequence key memories that happened in my life. -I am beginning to sequence memories in the lives of family members. -I can retell my daily routines/weekly routines in sequence. -I can order the days of the week.	**ELG: Past and Present** **Children at the expected level of development will be able to:** • *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.* -I can use books and accounts to make comparisons between familiar objects, situations and people from the past and present. -I can understand the past through settings, characters and events encountered in books read in class and storytelling. -I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. -I can talk about the lives of people around me and their roles in society.	**Children at the expected level will be able to:** **Historical Knowledge and Understanding of Chronology** -I can recall and describe some relevant events, people and themes from the past. -I can sequence a few events, objects or pieces of information on a timeline. -I can describe some of the changes that have happened to me in my own lifetime. -I understand and can use a range of time words including: old, new, before, after, now, later, past and present. **Understanding Historical Concepts** -I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about. -I can make some comments about why people did things or why events happened and what happened as a result of these. -I can explain why a person or event was significant. **Historical Enquiry** -I can ask simple questions about the past.	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented. χ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life χ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] χ the lives of significant

| | | | -I can understand the terms before and after. | -I can sequence the seasons of the year.
-I understand that there are special dates and times that repeat every year. | | -I know we can find out about the past by using different types of evidence and can explain what some of these are.
-I can use different sources (including artefacts, pictures, photographs, written and oral sources) to find out about the past and answer simple questions.
-I can choose and use parts of stories to show my understanding of the key features of significant events. | individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
χ significant historical events, people and places in their own locality. |