

History progression of Knowledge EYFS 2023-24

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R						
Topic	Why do I grow up?	Events happen and we celebrate them for years afterwards. Why do we bring light into the darkness? Why do we remember with poppies?	Why is there light in Space?	Do animals change?	Will I always be healthy?	Why do the seasons change?
Chronology, People, events and significance Change and continuity	<p>Chronology: Use everyday language, related to time. Order and sequence familiar, events.</p> <p>Time passes in sequential order.</p> <p>Time changes us all.</p> <p>There is key vocabulary associated with the passage of time.</p> <p>Developing the concept of cause and</p>	<p>Be able to sequence stories</p> <p>Evidence: Be curious about people and show interest in stories.</p>	<p>Chronology: use everyday language related to time.</p> <p>Order and sequence events Record using marks they can interpret and explain</p> <p>Evidence: now that information can be retrieved from books and computers.</p>	<p>Use everyday language to describe aging, changing or dying.</p> <p>Record, using marks they can interpret and explain.</p> <p>Having more independence in exploring artefacts and using them in their own imaginative play.</p> <p>Evidence: now that information can be</p>	<p>Chronology: Talk about past and present events in their own lives and in lives of family members.</p>	<p>Chronology: Use everyday language, related to time. Order and sequence familiar, events</p> <p>Evidence: now that information can be</p>

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	consequence to moderate their own behaviour and see how their behaviour can impact on others.			retrieved from books and computers.		retrieved from books and computers.
Knowledge	<p>I used to be a baby, I grew and went to preschool, now I am in school. I grew from a baby to child. I will grow older too.</p> <p>Ginger-Bread Man story sequence</p> <p>I can feel emotions - Emotion Monsters Zones of regulation - I can notice and name my emotions. I can change my own emotions.</p>	<p>Past & present celebrations</p> <p>Diwali Bonfire night celebrate by bringing light into the darkness.</p> <p>We wear poppies to remember the soldiers that died.</p> <p>Texts; The Naughty bus!</p> <p>Before and After - events in the Nativity</p>	<p>Texts; How to catch a star?</p> <p>Information books</p> <p>Aliens and Underpants</p>	<p>Creatures have changed over time.</p> <p>Dinosaurs to fossils.</p> <p>There are different types of creatures.</p> <p>My pets grow and change.</p>	<p>Sports Day happens in the summer at the end of the school year. We must prepare for it.</p> <p>Growing foods seed to harvest</p> <p>Food preparation - it takes time to cool food.</p> <p>Exercise and changing bodies - needing water in the heat, my body sweats over time.</p>	<p>In the summer I meet my new teacher.</p> <p>The weather changes. I need to change my clothes and look after my body when I spend time in heat.</p> <p>The sun moves over time.</p>

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	Seasonal Changes - Summer to Autumn	Seasonal Changes - Autumn	Seasonal Changes Autumn - Winter			
Vocabulary	Before after, what changed? Old and new Born, baby, toddler, nursery, starting school	Before after, what changed Rama and Sita, Diwali, Bonfire night, firework, Mendhi pattern, rangoli Remembrance, poppies, soldiers		Fossils pets, life and growing old dinosaurs growth	Sports preparation exercise bodies growth seed plant food harvest	Change weather heat keeping cool
NC Links	<p>The EYFS framework (2021) states that Understanding the World requires children to make sense of their physical world and their community. This series of topics achieves this by putting the individual child and their home and learning environments at the centre of the enquiry-led projects. Links to stories suggested within the unit will foster a child's understanding of our culturally, socially, technologically and ecologically diverse world, as well as help to develop domain-specific language.</p>					
Builds on to		Turrets, Towers and Tiaras in Yr 1. To learn common Fairy tales and stories; to build narrative abilities, learn about characters, actions and consequences, build contextual vocabulary and schema.	Space Exploration (non-Historical) Topic in Yr 1.	Yr 3 Stone Age to Iron Age starting with fossil evidence of Palaeolithic Age and cavemen. Who Mary Anning was and what she discovered.		

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	<p>Progression by the end of key stage 1 These are the basic skills and abilities to be developed through Years R, 1, 2</p> <ul style="list-style-type: none">- tell and re-tell a story- have some grasp of the feelings of others and simple motives, and make comments about the actions and thoughts of others- draw some simple conclusions about sources, such as what an artefact was used for- ask as well as answer simple historical questions- recognise similarities and differences such as here/there and then/now involving situations, people and events- use referencing skills - to find information in topic books or a source- distinguish photographs from pictures- observe details in pictorial sources- produce personal/family timelines showing four-to-five key events in a relationship- sequence three-to-four events in a story- produce simple family trees- use time words					