

## Key Knowledge and Progression in History – EYFS

Year Group	Topic Heading	We are all History Detectives	A Step into the Past	Fantastic Firsts	Time Travellers
EYFS		Dinosaurs	Changes in living memory Toys	Significant Individual – recent history (Tim Peake)	Transport/Flight
		<p>Subject specific focus from Statutory Framework for Early Years Foundation Stage 2021 Providers must support children in the specific area of: <b>Understanding the world</b></p> <p><b>Educational programmes must involve activities and experiences for children, as follows:</b> Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p><b>The Early Learning Goal for Understanding the world that specifically relates to History – Past and Present:</b> Children at the expected level of development will: - 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.</p>			
	Continuous Provision	<p><b>Talk about the lives of people around them and their roles in society. To know some similarities and differences between things in the past and now.</b></p> <ul style="list-style-type: none"> <li>• Discuss changes in children’s lives, moving house, new baby. Adults sequence and explain changes in their lives.</li> <li>• Put photographs or objects in chronological order.</li> <li>• Stories in picture books about other children, families. Fictional stories about growth and change; relate to children’s own experiences.</li> <li>• Sets of old/new, of different materials. How was it made? How does it work? How was it used? Making guesses.</li> <li>• Birthdays, seasons, days of week, months of year.</li> </ul>			
	Key Knowledge	<ul style="list-style-type: none"> <li>• I can identify the names of some dinosaurs including <b>T Rex, Pterodactyl, diplodocus, triceratops</b></li> <li>• I know what <b>extinct</b> means – no longer exists</li> <li>• I know what <b>prehistoric</b> means – very old, before humans were alive</li> <li>• I know who <b>Mary Anning</b> (born 1799) is and what a <b>palaeontologist</b> is</li> <li>• I know what a <b>fossil</b> is – the remains or traces of plants and animals that lived long ago</li> <li>• I know what an <b>omnivore, carnivore and herbivore</b> is</li> </ul>	<ul style="list-style-type: none"> <li>• Order a range of bears based on their age</li> <li>• Describe an old and new bear using adjective</li> <li>• Order the people in my family by age</li> <li>• Order myself using photographs of when I was a baby, toddler and now</li> <li>• To know how I have changed over time and my family members</li> <li>• I can talk about how I have changed and my milestones</li> <li>• Theodore Roosevelt bear -</li> </ul>	<ul style="list-style-type: none"> <li>• I can name some animals that went into space (Laika, Enos the chimpanzee)</li> <li>• Tim Peake timeline – born in Chichester, 7th April 1972</li> <li>• 1990 – Tim Peake leaves high school and enters the military</li> <li>• 2008 – Tim applies to European Space Agency after seeing an advert online</li> <li>• 2009 – Tim receives a call offering him a place</li> <li>• 2015 – Tim become the first British Astronaut to live on the international space station</li> <li>• 2016 – Tim returns to earth on 18th June</li> </ul>	<ul style="list-style-type: none"> <li>• Transport in the past and now:</li> <li>• Making comparisons</li> <li>• Stephenson Steam train – <b>The Rocket - 1829</b></li> <li>• Hot air balloon Aerostat Reveillon, carried a duck, a rooster and a sheep- <b>1783</b></li> <li>• Horse and cart – <b>3000-2500 BC</b> (Explore changes over time- chariots)</li> <li>• <b>Canals 1761 (when canals opened) Pulled by horses</b></li> <li>• <b>Bikes – penny farthing – 1871</b></li> <li>• <b>Roads and railway tracks</b></li> <li>• First cars - <b>1886</b></li> <li>• <b>Buses – First bus – 1883 (Steam carriages)</b></li> <li>• <b>Early use of prams</b></li> </ul>
Procedural knowledge	<ul style="list-style-type: none"> <li>• Describe events in some detail</li> </ul>	<ul style="list-style-type: none"> <li>• Use of timelines</li> <li>• Understanding our place in time/family tree</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of timelines</li> <li>• Understanding our place in time</li> </ul>	

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	<b>Key Vocabulary</b>	Extinct, palaeontologist, dinosaur, prehistoric, omnivore, herbivore, carnivore, fossil	Order, past, present, baby, toddler, child, teenager, adult, older adult, milestones	Astronaut, space, solar system, earth, moon, NASA, rocket, shuttle	Transport, vehicle, bus, train, car, motorbike, hot air balloon, penny farthing, prams, barges, canals, chariots, horse and cart, barges, steam carriage