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| Sharlston History Progression EYFS | | | |
| Nursery | Term 1 | Term 2 | Term 3 |
| Skill | To begin to make sense of their own life story and families history. | To begin to make sense of their own life story and families history.  To explore how things work. | To begin to make sense of their own life story and families history.  To explore how things work. |
| Knowledge | As Historians say who is important to me. | As Historians remember and talk about significant familiar school events from Term 1, presented on the timeline.  As Historians talk about how I play with my favourite toy and explain how it works. | As Historians remember and talk about significant familiar school events from Term 1 and 2, presented on the timeline.  As Historians talk about how toys were played with in the past and explain how they worked. |
| Vocabulary | Now  Today | Now  Today  Before  Yesterday  Remember when  Stem sentence: *‘I remember when…’* | Now  Today  Before  Yesterday  Remember when  A long time ago  Was/were  Past  Stem sentence: *‘The past is something that has already happened.’* |
| Reception | Term 1 | Term 2 | Term 3 |
| Skill | To comment on images of familiar situations in the past.  To compare and contrast characters from stories, including figures from the past. | To comment on images of familiar situations in the past. | To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG)  To understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) |
| Knowledge | As Historians to learn that King James I was king a long time ago.  As Historians to compare King James to present day monarch, Queen Elizabeth II.  As Historians to listen to the story of Guy Fawkes to learn why Bonfire Night is remembered and celebrated.  As Historians to learn that people have died in wars and that they are remembered with the poppy.  As Historians learn that Jackson Pollock was an abstract artist. | As Historians learn that Queen Elizabeth II is our monarch but in the past there were different Kings and Queens.  As Historians remember and talk about significant familiar school events from Term 1, presented on the timeline. | As Historians learn that Queen Elizabeth II is our monarch but in the past there were different Kings and Queens.  As Historians remember and talk about significant familiar school events from Term 1 and 2, presented on the timeline.  As Historians learn that Jackson Pollock and Kandinsky were both abstract artists. |
| Vocabulary | Past  Now  Today  Yesterday  Was/were  Remember  A long time ago.  Stem sentence: ‘*The past is something that has already happened.’* | Past  Now  Today  Yesterday  Was/were  Remember  A long time ago.  Last week  Last year  Events  Order  Once upon a time  First  Then  Next  Stem sentence: ‘*The past is something that has already happened.’* | Past  Now  Today  Yesterday  Was/were  Remember  A long time ago.  Last week  Last year  Events  Order  Once upon a time  First  Then  Next  Present  Last  Stem sentence: ‘*The past is something that has already happened.’*  Stem sentence: ‘The present is what is happening now.’ |
| Year 1 | Observe or handle evidence to ask questions and find answers to questions about the past.  Ask questions such as: *What was it like for people? What happened? How long ago?*  Place events and artefacts in order on a timeline.  Describe historical events.  Describe significant people from the past.  Use words and phrases such as:   * *a long time ago* * *recently* * *when my parents/carers were children* * *years, decades and centuries to describe the passing of time* | | |