



# Understanding of the World EYFS & History Progression



<b>Continuous Skills</b>					
<b>Playing and Exploring – <i>engagement</i></b>		<b>Active Learning - <i>motivation</i></b>		<b>Creating and Thinking Critically - <i>thinking</i></b>	
<b>Finding out and exploring</b> <ul style="list-style-type: none"> <li>• Showing curiosity about objects, events and people</li> <li>• Using senses to explore the world around them</li> <li>• Engaging in open-ended activity</li> <li>• Showing particular interests</li> </ul>		<b>Being involved and concentrating</b> <ul style="list-style-type: none"> <li>• Maintaining focus on their activity for a period of time</li> <li>• Showing high levels of energy, fascination</li> <li>• Not easily distracted</li> <li>• Paying attention to details</li> </ul>		<b>Having their own ideas</b> <ul style="list-style-type: none"> <li>• Thinking of ideas</li> <li>• Finding ways to solve problems</li> <li>• Finding new ways to do things</li> </ul>	
<b>Playing with what they know</b> <ul style="list-style-type: none"> <li>• Pretending objects are things from their experience</li> <li>• Representing their experiences in play</li> <li>• Taking on a role in their play</li> <li>• Acting out experiences with other people</li> </ul>		<b>Keeping on trying</b> <ul style="list-style-type: none"> <li>• Persisting with activity when challenges occur</li> <li>• Showing a belief that more effort or a different approach will pay off</li> <li>• Bouncing back after difficulties</li> </ul>		<b>Making links</b> <ul style="list-style-type: none"> <li>• Making links and noticing patterns in their experience</li> <li>• Making predictions</li> <li>• Testing their ideas</li> <li>• Developing ideas of grouping, sequences, cause and effect</li> </ul>	
<b>Being willing to ‘have a go’</b> <ul style="list-style-type: none"> <li>• Initiating activities</li> <li>• Seeking challenge</li> <li>• Showing a ‘can do’ attitude</li> <li>• Taking a risk, engaging in new experiences, and learning by trial and error</li> </ul>		<b>Enjoying achieving what they set out to do</b> <ul style="list-style-type: none"> <li>• Showing satisfaction in meeting their own goals</li> <li>• Being proud of how they accomplished something – not just the end result</li> <li>• Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul>		<b>Choosing ways to do things</b> <ul style="list-style-type: none"> <li>• Planning, making decisions about how to approach a task, solve a problem and reach a goal</li> <li>• Checking how well their activities are going</li> <li>• Changing strategy as needed</li> <li>• Reviewing how well the approach worked</li> </ul>	
	<b>The World</b>		<b>People and Communities</b>		<b>Technology</b>
Nursery	22-36m <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> </ul> 30-50m As below		22-36m <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> </ul>		22-36m <ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul> 30-50m As below



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		<ul style="list-style-type: none"> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p>30-50m As below</p>	
Reception	<p>30-50m</p> <ul style="list-style-type: none"> <li>•Comments and asks questions about aspects of their familiar world (reception garden, north shields and the beach)</li> <li>•Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>•Talks about why things happen and how things work.</li> <li>•Developing an understanding of growth, decay and changes over time. (use the trees in the environment to watch change)</li> <li>•Shows care and concern for living things and the environment.</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <li>•Looks closely at similarities, differences, patterns and change. (use reception garden, local environment, hatchling chicks, tadpoles)</li> </ul> <p>ELG</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. (north shields, hatchlings and tadpoles)</p>	<p>30-50m</p> <ul style="list-style-type: none"> <li>•Shows interest in the lives of people who are familiar to them.(family and friends, church community)</li> <li>•Remembers and talks about significant events in their own experience. (religious calendar, birthdays, and Christian traditions)</li> <li>•Recognises and describes special times or events for family or friends.</li> <li>•Shows interest in different occupations and ways of life. (dentist visit, farm educational visit)</li> <li>•Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <li>•Enjoys joining in with family customs and routines</li> </ul> <p>9dicuss how church traditions vary from other religions, how home traditions are all different)</p> <p>ELG</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>30-50m</p> <ul style="list-style-type: none"> <li>•Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>•Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>•Knows that information can be retrieved from computers</li> </ul> <p>40-60m</p> <ul style="list-style-type: none"> <li>•Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p>ELG</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>



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	<p>They talk about the features of their own immediate environment and how environments might vary from one another. (compare north shields with another locality using google earth and educational trips)</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	
Experiences/Topics		Cross Curricular Links	
<p>Nursery – Wild Woods Wednesdays People who help us / Ourselves and our Community Traditional Tales and Favourite Stories Growth and Change (planting, how plants and animals grow, weather charts, farm visit)</p> <p>Reception – Traditional Tales topic (rising sun trip, pantomime trip) Superheroes (dentist visit) Farm (fram trip) Growing (hatching eggs, tadpoles)</p>			



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Milestone 1 Continuous Skills		Milestone 2 Continuous Skills		Milestone 3 Continuous Skills	
<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> </ul>		<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> </ul>		<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>Use dates and terms accurately in describing events.</li> <li>Use original ways to present information and ideas.</li> </ul>	
	Investigate and interpret the past	To build an overview of world history	To understand chronology	Communicate historically	Topics
Year 1	<ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Place events and artefacts in order on a time line.</li> <li>Label time lines with words or phrases such as: past, present, older and newer.</li> <li>Recount changes that have occurred in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, to describe the passing of time.</li> </ul>	Famous Women from History and locally (Florence Nightingale, Grace Darling, Helen Sharman)



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<b>Year 2</b>	<ul style="list-style-type: none"><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li><li>• Identify some of the different ways the past has been represented.</li></ul>	<ul style="list-style-type: none"><li>• Describe historical events.</li><li>• Describe significant people from the past.</li><li>• Recognise that there are reasons why people in the past acted as they did.</li></ul>	<ul style="list-style-type: none"><li>• Place events and artefacts in order on a time line.</li><li>• Label time lines</li><li>• Use dates where appropriate.</li></ul>	<ul style="list-style-type: none"><li>• 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.</li><li>• Show an understanding of the concept of nation and a nation's history.</li><li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li></ul>	<p>Polar Explorers (Important British people from history, Scott &amp; Shackleton) The Great Fire of London and the great fire of Newcastle (Christ Church built &amp; Clifford's fort)</p>
<b>Year 3</b>	<ul style="list-style-type: none"><li>• Suggest causes and consequences of some of the main events and changes in history.</li></ul>	<ul style="list-style-type: none"><li>• Describe changes that have happened in the locality of the school throughout history.</li><li>• Give a broad overview of life in Britain from ancient until medieval times.</li><li>• Describe the social, ethnic, cultural or religious diversity of past society-Egyptian Gods/Goddesses, Pharaohs.</li></ul>	<ul style="list-style-type: none"><li>• Place events, artefacts and historical figures on a time line using dates.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events.</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology</li><li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li></ul>	<p>Stone Age – Iron Age Ancient Egyptians</p>



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<b>Year 4</b>	<ul style="list-style-type: none"><li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li></ul>	<ul style="list-style-type: none"><li>Give a broad overview of life in Britain from ancient until medieval times.</li><li>Describe the social, ethnic, cultural or religious diversity of past society-Roman and Greek Gods and Goddesses, Everyday life of Roman soldiers/people</li></ul>	<ul style="list-style-type: none"><li>Place events, artefacts and historical figures on a time line using dates.</li><li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>Use dates and terms to describe events</li></ul>	<ul style="list-style-type: none"><li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.</li><li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li></ul>	Ancient Greeks Romans
<b>Year 5</b>	<ul style="list-style-type: none"><li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li></ul>	<ul style="list-style-type: none"><li>Compare some of the times studied with those of the other areas of interest around the world.</li></ul>	<ul style="list-style-type: none"><li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li></ul>	<ul style="list-style-type: none"><li>Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>dates</li><li>time period</li><li>era</li><li>chronology</li><li>change</li><li>century</li></ul></li><li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li></ul>	Anglo-Saxons WW2



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<b>Year 6</b>	<ul style="list-style-type: none"><li>• Use sources of information to form testable hypotheses about the past.</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li><li>• Refine lines of enquiry as appropriate.</li></ul>	<ul style="list-style-type: none"><li>• Identify continuity and change in the history of the locality of the school.</li><li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li></ul>	<ul style="list-style-type: none"><li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>▪ dates</li><li>▪ time period</li><li>▪ era</li><li>▪ chronology</li><li>▪ continuity</li><li>▪ change</li><li>▪ century</li><li>▪ decade</li><li>▪ legacy.</li></ul></li><li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li></ul>	<p>Bristling History post 1066 and Tudors</p> <p>North Shields local study</p> <p>The Maya</p>
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