



HISTORY CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's knowledge of the past, enquiry skills, subject vocabulary and historical understanding develop from Nursery to Reception at Park Road Academy. It builds on the supplied History EYFS Curriculum Objectives and shared EYFS themes, establishing foundations for Year 1 through personal history, people, stories, objects and change over time.

EYFS curriculum position

Understanding the World: Past and Present

History is developed primarily through Understanding the World, supported by Communication and Language, Literacy and Personal, Social and Emotional Development. Children make sense of their own life-story and family history, comment on images of the past and compare story characters, including real people from the past. Play, conversation and storytelling underpin learning.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children investigate photographs, familiar objects and stories through purposeful play and conversation.	Experiences recur across themes so knowledge, comparison, vocabulary and understanding deepen over time.	Adults model time language and careful observation, helping children explain what a source shows.	Different family histories and experiences are valued. Children can share through talk, play and images.

Curriculum strands

Chronology & Time	Personal & Family History	People & Communities	Change & Continuity	Historical Enquiry	Stories & the Past
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Key vocabulary is indicative rather than exhaustive. Adults should revisit familiar words, model new subject language in context and encourage children to describe what they remember, notice, compare and find out.



EYFS History Curriculum Map

Themes, historical opportunities and progression emphasis

How the map should be used

The half-termly themes provide meaningful contexts for historical learning. The examples below develop the supplied history objectives: teachers should retain flexibility for children's interests while ensuring the identified progression is taught and revisited. Personal history and time language run throughout the year.

Nursery

Half term	Theme	Core history experiences	Progression emphasis	Links to strands
Autumn 1	Who am I? / What makes me special?	Share family photographs and memories of special people; compare baby and recent photographs; talk about a familiar event and make a simple personal photo sequence.	Own life-story; family relationships; recognising growth; using before and now.	Personal history; Chronology
Autumn 2	What do I celebrate?	Recall family celebrations using photographs and objects; hear simple stories about their origins; compare a recent celebration with a remembered one.	Remembering events; ordering familiar experiences; recognising family traditions.	Personal history; Stories; Change
Spring 1	Can you tell me a tale?	Explore traditional tales, homes and ways of living; compare story settings with homes today using photographs; handle safe objects and make story scenes.	Noticing old and new; asking questions; recognising that a story can include pretend events.	Stories; Enquiry; Change
Spring 2	What do you see on the Farm?	Revisit baby photographs and discuss how children have grown; order two or three stages of their own lives; recall earlier farm or outdoor experiences.	Growth and change in own life; first, next and now; using photographs to recall.	Personal history; Chronology; Change
Summer 1	Who are our helping heroes?	Meet or learn about community helpers; look at past and present emergency services; hear a simple account of a real person who helped others, such as Florence Nightingale.	People and their roles; noticing changes in equipment; recalling why someone is remembered.	People; Enquiry; Change
Summer 2	Where shall we travel to?	Explore pictures, models and family memories of transport; compare an older and a modern vehicle; recount a journey through photographs and role play.	Then and now; simple similarities and differences; ordering a remembered journey.	Change; Chronology; Enquiry



Reception History Curriculum Map

Themes, historical opportunities and progression emphasis

Reception progression

Reception revisits Nursery learning with more precise time language, closer comparison and greater use of evidence. Spring 1 and Summer 1 extend the supplied history map through the shared EYFS themes. Opportunities remain flexible and support readiness for Year 1 History.

Reception

Half term	Theme	Core history experiences	Progression emphasis	Links to strands
Autumn 1	Who am I? / Who is important to me?	Talk about familiar people, their lives and roles; sequence personal photographs; compare emergency services in the past and now through images, objects and visitors.	Ordering personal events; describing roles; using images to identify similarities and differences.	Personal history; People; Enquiry
Autumn 2	Where will my imagination take me?	Compare historical homes and daily life with today; explore story settings alongside factual images; distinguish real people and places from invented characters.	Comparing past and present; noticing clues; recognising fact and make-believe with adult support.	Stories; Change; Enquiry
Spring 1	What happens in our world?	Revisit photographs of the school or local area taken at different times; compare features; collect a familiar adult's memories and discuss what has changed or stayed the same.	Using photographs and memories; making comparisons; asking how we know about the past.	Enquiry; Change; Chronology
Spring 2	Do I want to be a knight? / How did people from the past get around?	Explore castles, people and daily life through books and artefacts; compare older and modern transport; order a small set of carefully chosen images with adult support.	Long ago and now; comparing homes and transport; using evidence rather than appearance alone.	Stories; People; Change
Summer 1	Where do animals live? / Are minibeasts like me? / How does your garden grow?	Revisit earlier class photographs and records; recall and order shared experiences; compare gardening tools or local outdoor spaces with images from the past.	Explaining change over time; recalling evidence; applying time vocabulary in a familiar context.	Chronology; Change; Enquiry
Summer 2	Do I want to be a pirate?	Compare sailing ships with vessels today; explore real sailors and imagined pirates in age-appropriate books; retell past events and explain what pictures or objects tell us.	Comparing past and present; distinguishing story and history; explaining ideas with a source.	Stories; Enquiry; Change



EYFS History Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

This overview develops the supplied Understanding the World objectives through people's lives and roles, comparisons between past and now, and learning through stories. The wider progression supports the Past and Present Early Learning Goal and guides teaching; it is not an additional statutory checklist.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Chronology & time	Recalls familiar events and begins to order personal photographs. Uses now, before and next with adult support.	Sequences a few personal or taught events. Uses yesterday, today, past and present with growing accuracy.	Orders a short familiar sequence and explains what happened before or after. Recognises that the past has already happened.	before, after, first, next, past, present
Personal & family history	Begins to make sense of own life-story and family history. Names special people and notices personal growth.	Describes stages in own life and talks about family memories. Recognises that adults were children once.	Talks about own history and familiar people using memories, photographs and shared accounts.	baby, child, adult, family, memory, grow
People & communities	Names people who help us and talks about what they do. Listens to stories about people who helped others.	Describes the lives and roles of familiar people. Compares them with people encountered in accounts of the past.	Talks about people and their roles in society; recalls a person from the past and why they are remembered.	role, community, help, remember, long ago
Change & continuity	Notices simple differences between a familiar object or photograph from the past and one from today.	Compares homes, transport and everyday life in the past and now. Notices what has changed and stayed the same.	Describes similarities and differences between past and present, drawing on experience and shared reading.	same, different, change, compare, then, now
Historical enquiry	Looks closely at photographs and safe objects. Asks simple questions and listens to adults' memories.	Uses images, objects and accounts to answer questions. Explains a visible clue and begins to ask how we know.	Uses a simple source to describe the past, asks a relevant question and supports an idea with an observation.	object, photograph, clue, source, evidence
Stories & the past	Explores homes, people and events in traditional tales. Begins to notice that some settings differ from today.	Compares story characters, including figures from the past. Uses factual sources to check ideas from stories.	Understands the past through settings, characters and events in books and storytelling; begins to separate real and pretend.	story, setting, character, real, pretend
Historical language & communication	Uses everyday time words in talk, play and recounts. Shares a memory through words, pictures or objects.	Retells an event in sequence and uses historical vocabulary to explain a comparison or answer a question.	Communicates what is known about the past through talk, play, drawing or sequencing, using relevant vocabulary.	history, sequence, remember, explain, because

Implementation note: Learning is revisited through play, conversation, books and enquiry. Progress is seen in richer recall, clearer sequencing, closer comparison and increasingly well-supported explanations, rather than memorising dates.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify familiar people, memories, stories and time language; respect different family experiences.	2 MODEL THE NEW STEP Model ordering, comparing and looking for clues, separating what we notice from what we guess.	3 PLAN FOR PROVISION Revisit learning through photographs, safe objects, books, small-world play and meaningful talk.
4 ASSESS PROCESS Notice what children recall, sequence, compare and explain during everyday learning.	5 BUILD LANGUAGE Model precise time and subject vocabulary through conversation, questioning and shared reading.	6 SUPPORT INDEPENDENCE Use visuals, home language and adapted resources so all children can participate and share ideas.

What progression should look like in children's learning

KNOW MORE Recalls more people, events and features of past life.	DO MORE Orders events and compares sources independently.	CHOOSE MORE Selects a source to help answer a question.	EXPLAIN MORE Uses time language and clues to explain ideas.	IMPROVE MORE Revisits ideas as new sources add detail.
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Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children describe what they remember, notice and know about the past?	PROCESS & OUTCOMES Do play, talk and sequences show growing recall, comparison and explanation?	PROVISION & TEACHING Are sources, time language and diverse lives represented and revisited?	TRANSITION Does evidence show readiness to sequence, compare and enquire in Year 1?
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End-of-Reception readiness for Year 1 History

CHRONOLOGY & TIME Orders familiar events and uses past, present, before and after meaningfully.	PEOPLE & THEIR ROLES Talks about familiar lives and roles and recalls people encountered from the past.	CHANGE & CONTINUITY Describes similarities and differences between the past and now.
Enquiry & Evidence Uses photographs, objects and memories as clues when asking and answering questions.	STORIES & LANGUAGE Discusses past settings, characters and events using growing historical vocabulary.	EXPLANATION & INDEPENDENCE Shares an idea, gives a simple reason and responds to further evidence.

Read alongside the History EYFS Curriculum Objectives, EYFS planning and whole-school History progression. Wider ideas such as settlement, society, belief, exploration, trade and rulers are introduced through concrete stories and play, not abstract topics taught in isolation.