

## Nursery - Progression of Knowledge and Skills- History

Term	Knowledge	Skills
<p style="text-align: center;"><b>Autumn 1</b></p> <p style="text-align: center;"><b>Topic: Babies</b></p> <p style="text-align: center;"><b>EYFS: UTW - Begin to make sense of their own life-story and family's history</b></p> <p style="text-align: center;"><b>SC: Childhood</b></p> <p style="text-align: center;"><b>DC: Sources and Evidence</b></p> <p style="text-align: center;"><b>How much have I grown?</b></p>	<p>A baby is a very young person</p> <ul style="list-style-type: none"> <li>• Babies grow and change over time</li> </ul> <p>Babies need:</p> <ul style="list-style-type: none"> <li>• Food</li> <li>• Sleep</li> <li>• Care and love</li> </ul> <p>Babies are looked after by:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Family members</li> <li>• Carers</li> </ul> <p>Babies communicate by:</p> <ul style="list-style-type: none"> <li>• Crying</li> <li>• Smiling</li> <li>• Making sounds</li> </ul> <p>Babies cannot do everything by themselves</p> <p>Babies use their senses to explore the world</p> <p>People in families may look after babies in different ways</p> <p>Babies grow into toddlers and children</p>	<ul style="list-style-type: none"> <li>• Talk about babies using simple words</li> <li>• Share what they know about babies from their own experiences</li> <li>• Order two to three pictures of themselves or others to show baby-them now</li> <li>• Notice and talk about changes (e.g. babies growing bigger)</li> <li>• Ask and answer simple questions about babies</li> <li>• Use pretend play to:               <ul style="list-style-type: none"> <li>• Feed</li> <li>• Dress</li> </ul> </li> <li>• Show care and kindness when playing with baby dolls</li> <li>• Identify baby items (e.g. bottle, blanket, nappy)</li> <li>• Babies use their senses to explore the world</li> <li>• People in families may look after babies in different ways</li> <li>• Babies grow into toddlers and children</li> </ul>

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Term	Knowledge	Skills
<p style="text-align: center;">Autumn 2</p> <p style="text-align: center;">Topic: Poppy Day and Bonfire Night</p> <p style="text-align: center;">EYFS: UTW – Talk about what they see, using a wide range of vocabulary</p> <p style="text-align: center;">SC: Beliefs</p> <p style="text-align: center;">DC: Causes and Consequences</p> <p style="text-align: center;">Why do we wear a poppy?</p> <p style="text-align: center;">What happens on Bonfire night?</p>	<p>Poppy Day happens in November</p> <ul style="list-style-type: none"> <li>• People wear red poppies to remember others</li> <li>• Poppies are a symbol of remembering</li> </ul> <p>Bonfire Night also happens in November</p> <p>Bonfire Night includes:</p> <ul style="list-style-type: none"> <li>• Fireworks</li> <li>• Bonfires</li> <li>• Sparklers (with adults)</li> </ul> <p>Fireworks are:</p> <ul style="list-style-type: none"> <li>• Bright</li> <li>• Colourful</li> <li>• Loud</li> </ul> <p>Adults help keep people safe on Bonfire Night</p> <ul style="list-style-type: none"> <li>• People celebrate and remember in different ways</li> <li>• Special days are part of our community</li> <li>• We talk quietly and kindly when remembering</li> </ul>	<p>Talk about special days using simple words</p> <p>Listen to stories and explanations about Poppy Day and Bonfire Night</p> <p>Share what they notice about:</p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Sounds</li> <li>• Lights</li> </ul> <p>Join in with:</p> <ul style="list-style-type: none"> <li>• Making poppies</li> <li>• Firework art</li> <li>• Follow simple safety rules (e.g. staying with an adult)</li> <li>• Express feelings about loud noises or bright lights</li> </ul> <p>Show respect during quiet moments</p> <p>Ask simple questions about what is happening</p> <p>Take turns and share during group activities</p> <p>Use role play to explore celebrations safely</p>

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<p style="text-align: center;"><b>Spring 1</b></p> <p style="text-align: center;"><b>Topic: Celebrations</b></p> <p style="text-align: center;"><b>EYFS: UTW - Begin to make sense of their own life-story and family's history</b></p> <p style="text-align: center;"><b>SC: Childhood</b></p> <p style="text-align: center;"><b>DC: Sources and Evidence</b></p> <p style="text-align: center;"><b>How did I celebrate Christmas?</b></p> <p style="text-align: center;"><b>How do I celebrate my birthday?</b></p>	<ul style="list-style-type: none"> <li>• Christmas is a special time that people celebrate</li> <li>• Christmas was celebrated in the past as well as today</li> <li>• Some things about Christmas stay the same (e.g. being together, giving)</li> <li>• Some things about Christmas are different now (e.g. toys, lights, music)</li> <li>• People celebrate Christmas in different ways</li> <li>• A birthday is a special day that celebrates when someone was born</li> <li>• People have birthdays every year</li> <li>• Birthdays are celebrated in different ways (cakes, songs, cards, parties)</li> <li>• Families and friends help celebrate special days</li> <li>• Special days are part of our family and community life</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about special days using simple words</li> <li>• Share experiences of Christmas and birthdays</li> <li>• Notice and talk about similarities and differences (then and now)</li> <li>• Listen to stories about Christmas in the past</li> <li>• Join in with:               <ul style="list-style-type: none"> <li>• Singing songs</li> <li>• Making cards or decorations</li> <li>• Pretend birthday play</li> </ul> </li> <li>• Ask simple questions about celebrations</li> <li>• Express feelings about special days</li> <li>• Show kindness and take turns during celebrations</li> <li>• Use role play to:               <ul style="list-style-type: none"> <li>• Act out birthday parties</li> <li>• Celebrate Christmas</li> </ul> </li> <li>• Begin to understand that time passes (past and now)</li> </ul>

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<p style="text-align: center;"><b>Spring 2</b></p> <p style="text-align: center;"><b>Topic: Timeline of Seasons</b></p> <p style="text-align: center;"><b>EYFS: UTW - Begin to understand the need to respect and care for the natural environment and all living things</b></p> <p style="text-align: center;"><b>SC: Migration</b></p> <p style="text-align: center;"><b>DC: Change and Continuity</b></p> <p style="text-align: center;"><b>How does the weather affect animals in our country?</b></p>	<p>There are four seasons:</p> <p>Spring</p> <p>Summer</p> <p>Autumn</p> <p>Winter</p> <p>Seasons happen in a repeating order</p> <p>Each season has:</p> <p>Different weather</p> <p>Different colours</p> <p>In spring, plants begin to grow</p> <p>In summer, the weather is often warmer</p> <p>In autumn, leaves change colour and fall</p> <p>In winter, the weather is colder</p> <p>Seasons affect:</p> <p>What we wear</p> <p>What we do outside</p> <p>Seasons change throughout the year</p> <p>We can see seasons change around us</p> <p>Some birds fly away in the winter and come back when it's warm (migration)</p>	<p>Name or recognise the four seasons</p> <p>Talk about the weather using simple words</p> <p>Notice and talk about changes in the environment</p> <p>Match pictures or objects to a season</p> <p>Join in with songs, stories, and rhymes about seasons</p> <p>Sequence seasons in the correct order with support</p> <p>Explore seasonal objects (leaves, flowers, ice)</p> <p>Use their senses to observe the natural world</p> <p>Talk about what clothes they wear in different seasons</p> <p>Begin to understand that time passes and things change</p> <p>Talk about why some birds fly away</p>

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<p style="text-align: center;"><b>Summer 1</b></p> <p><b>Topic: St George's Day</b></p> <p><b>EYFS: UTW - Begin to make sense of their own life-story and family's history</b></p> <p><b>SC: Beliefs</b></p> <p><b>DC: Historical Significance</b></p> <p><b>Why was St George brave?</b></p>	<p>St George's Day is a special day</p> <p>It is celebrated in April</p> <p>St George is a story character from the past</p> <p>The story of St George includes:</p> <p>A dragon</p> <p>A brave knight</p> <p>The red and white flag is linked to St George's Day</p> <p>People celebrate St George's Day in different ways</p> <p>Stories from the past are often told in simple ways</p> <p>Special days are part of our community</p>	<p>Listen to a simple story about St George</p> <p>Talk about the story using simple words</p> <p>Recognise the red and white colours linked to St George's Day</p> <p>Join in with:</p> <p>Storytelling</p> <p>Songs</p> <p>Role play (knights, dragons)</p> <p>Ask simple questions about the story</p> <p>Express ideas through:</p> <p>Drawing</p> <p>Painting</p> <p>Craft activities</p> <p>Imagination during pretend play</p> <p>Take turns and share during group activities</p> <p>Talk about how people celebrate special days</p> <p>Show curiosity about stories from the past</p>

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<p style="text-align: center;">Summer 2</p> <p>Topic: My Timeline (N2)</p> <p>EYFS: UTW - Begin to make sense of their own life-story and family's history</p> <p>SC: Migration</p> <p>DC: Change and Continuity</p> <p>Why am I moving to a new classroom?</p>	<p>Time passes and things change</p> <p>A timeline shows what happens first and next</p> <p>They have grown from a baby into a child</p> <p>People move on to new places as they grow</p> <p>Reception is the next class after nursery</p> <p>Some things will be the same in Reception</p> <p>Some things will be new or different</p> <p>Adults help children when things change</p> <p>Everyone moves at their own pace</p> <p>Changes can feel exciting or worrying</p>	<p>Talk about themselves using simple time words (before, now, next)</p> <p>Recognise pictures of themselves at different ages</p> <p>Sequence familiar events (e.g. baby → toddler → now) with support</p> <p>Join in with making a simple personal timeline</p> <p>Share thoughts and feelings about moving to Reception</p> <p>Ask questions about what Reception will be like</p> <p>Listen to stories about growing and change</p> <p>Show confidence to try new routines</p> <p>Take turns and join in group activities</p> <p>Use role play to explore school routines</p>