



EYFS History Progression Document

Overview

This document outlines the core knowledge and skills that children need to develop in the Early Years Foundation Stage (EYFS) to prepare them for studying history in Key Stage 1. It supports the delivery of EYFS history content through concepts such as monarchy, empire, and change over time.

Substantive Knowledge

Theme	Monarch & Empire	Bonfire Night	Poppy Day	People Who Help Us	Settlements
Chronology	Children understand personal change over time and begin to sequence monarchs using simple timelines.	Bonfire Night occurs every year on November 5th. Children understand the difference between past and present	Recognise that Remembrance Day occurs each year on November 11th, linking past events to present tradition	Past & Present Identify how jobs like nurse, police officer, and firefighter existed in the past and continue to exist today	Children begin to understand that types of homes, schools, and transport have changed over time.
Historical Significance	Children recognise kings and queens as important figures in history and society.	Understand why people remember and celebrate Bonfire Night through stories and traditions.	Understand that war and peace are historically important and marked through annual remembrance	Learn about Florence Nightingale as a person from the past who helped others and changed healthcare	Children explore familiar settings (home, school, transport) and identify what is the same and what has changed.
Similarity and Difference	Children compare past and present royal figures, including appearance and family structure.	Identify differences in how Bonfire Night was celebrated then and now.	Explore how people remember the past through symbols like poppies and medals across time.	Compare the way people help us now with how they did in the past (e.g. Florence vs. modern nurse).	Children compare objects, settings, and technology from the past and now (e.g. iron vs. electric iron; slate vs. whiteboard).
Change Over Time	Children explore how roles and families change, using simple timelines and royal examples.	Recognise how celebrations have changed from the 1950s-60s to today		Recognise how roles like nurses and emergency workers have changed (e.g. tools, uniforms, training).	Children identify how features of daily life have remained or evolved (e.g. home layouts, school tools, transport types).
Cause and Consequence			Begin to understand that war led to remembrance, through stories of loss and community memory (e.g. Miss Nancy's brother).		
Conceptual Focus	Monarchy	Understanding the World & Past and Present	Commemoration	Past & Present	Settlement

	Children begin to understand leadership and decision-making roles of monarchs in society.	Learn that Bonfire Night marks a historical event (the Gunpowder Plot) and is remembered annually	Understanding that we remember important people and events from the past through symbols, stories, and traditions. Children learn that poppies are worn to help us remember people, especially soldiers, who died in wars long ago.	Children begin to recognise that some things, people, and ways of life were different in the past compared to now."	Children learn that people live, learn, and travel in different ways now and in the past, and that homes, schools, and transport have changed over time."
EYFS Statutory Framework & Development Matters Links	<ul style="list-style-type: none"> - Understanding the World: Comment on familiar situations from the past; compare historical figures; understand the past through stories and characters. - Communication and Language: Ask questions to clarify understanding; describe events; use vocabulary in context. - PSED: Recognise personal value; collaborate with others; reflect on fairness and empathy in leadership. - Expressive Arts & Design: Role play using props; create narratives involving leadership and family roles. 	<ul style="list-style-type: none"> Understanding the World: Know similarities and differences between past and now; understand the past through stories and images. - Communication and Language: Use vocabulary related to time and events; ask and answer questions. - PSED: Respect and understand different traditions and experiences. - Literacy: Retell historical events using new vocabulary. 	<ul style="list-style-type: none"> Understanding the World: Talk about significant community events; understand the past through artefacts and stories. - Communication & Language: Ask and answer questions; use rich vocabulary related to history and remembrance. - PSED: Show empathy and understanding through reflective conversation and class discussions. - Expressive Arts & Design: Represent ideas of remembrance and peace through symbolic crafts (e.g. poppies). 	<ul style="list-style-type: none"> Understanding the World: Talk about people who help us and their roles in society; understand the past through discussion and storytelling. - Communication and Language: Ask and answer questions; use vocabulary to organise thinking. - PSED: Show curiosity and respect for community helpers; play cooperatively in role-play. - Expressive Arts & Design: Use imaginative play to recreate real-life and historical roles. 	<ul style="list-style-type: none"> -Understanding the World: Comment on images of familiar past situations; know similarities and differences between things in the past and now; understand the past through settings, characters and events. - Communication and Language: Ask and answer questions; describe experiences using relevant historical vocabulary. - PSED: Work cooperatively to explore themes of community and daily life.

Disciplinary Knowledge

Disciplinary Concept	Monarchy & Empire	Bonfire Night	Poppy Day	People Who Help Us	Settlements
Using Sources	Children explore old photographs and images to discuss what celebrations looked like in the past.	Children explore old photographs and images to discuss what celebrations looked like in the past.	Children use props (medals, poppies) and images to understand memory and remembrance.	Children use images, artefacts, and stories to learn about people in the past.	Children explore images and artefacts to identify old and new homes, school items, and vehicles.
Sequencing Events	Children order the steps of preparing for Bonfire Night using pictures.	Children order the steps of preparing for Bonfire Night using pictures.	Children engage with narrative (e.g. 'Wilfrid Gordon McDonald		Children sort objects and images into 'past' and 'present'

			Partridge') to connect memory and historical events.		categories and explain their reasoning.
Asking Questions	Children ask and answer questions about past events and images.	Children ask and answer questions about past events and images.	Children explore and discuss what memories are and why people are remembered.	Children ask visitors and adults questions about roles and how they help the community.	Children are encouraged to ask why and how things have changed using photo prompts and teacher modelling
Making Comparisons	Children compare Bonfire Night now with how it was celebrated when 'Granny was a girl'.	Children compare Bonfire Night now with how it was celebrated when 'Granny was a girl'.	Children begin to understand emotional responses to past events (remembrance, community).	Children compare past and present jobs using photos, uniforms, and descriptions.	Children apply terms like 'old', 'new', 'past', 'present', 'change', and 'nowadays' to describe observations.
Retelling Events	Children recount historical events and personal experiences through storytelling and discussion.	Children recount historical events and personal experiences through storytelling and discussion.	Key terms like memory, poppy, medal, war, remember, peace are used and explained.	. Children use words like 'past', 'present', 'nurse', 'community', 'help', and 'uniform' in discussion and role play.	.