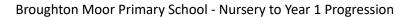


History (CUSP) - Understanding the World, Communication and Language

Past and Present ELG

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Pre-Reception	Reception Taught Content	EYFS	EYFS End Points- to access	Year 1 Curriculum
		Vocabulary	Year 1 Curriculum	CUSP
- Know we have routines	- Know the difference between long ago and now.	- History	- know and use time-related	Autumn:
throughout the day	- Order modern and old objects or events using everyday language	- Historian	vocabulary e.g. before, next,	- Changes within living
- Knows what we say is coming	related to time.	- After	after	memory
next is in the future	- Know 'my life' is different from the lives of people in the past.	- Before	- know about changes that	
- Knows what we have done	- Know the days of the week, months of the year and about New	- New	have happened within their	Spring:
previously is in the past	Year.	- Old	family lifetime e.g. new	- The lives of significant
- Start to observe things in their	- Know that a clock / watch tells us what time it is / when to do	- Now	baby, moving home etc.	people (Mary Anning and
community.	things.	- Past	- know similarities and	David Attenborough)
- Know their age and that their	- Know some examples of how life has changed over the time of our	- Present	differences between things	
age gets one older on their	parents, grandparents and great-grandparents.	- Time	in the past and now from	Summer:
birthday.	- Know about life cycles, e.g. butterfly and frog	- Week	·	- More lives of significant
- Know their parents/carers are	- Know that humans (and animals) change over time, e.g. from	- Month	books read in class and	people (Neil Armstrong, Mae
older than them	foetus to baby, to toddler, to child, to teenager, to adult, to elderly.	- Year	photographs.	Jemison, Bernard Harris Jr,
- Be able to talk about events	- Know about similarities and differences between themselves and	- Adult	- know about figures, stories	Tim Peake.)
that have happened in the past.	others, and among families, communities, cultures and traditions.	- Toddler	and events from the past	
	- Can say what they would like to do for a job when they're older	- Job	e.g. Guy Fawkes, Rosa Parks,	
	- Comment on images of familiar situations in the past.		Remembrance Day	
	- Name people who help others in the community and talk about			
	their different roles.			
	- Talk about common themes in stories about historical figures, e.g.			
	bravery, difficult choices, kindness.			





Through our structured story, reception children will learn about themselves as humans and allow them to look back on their living memory. They will also look into their family's lives to their own looking at age which sets them up for changes in living memory in year 1. We also look at celebrations and where they come from e.g. bonfire night- Guy Faulkes who is a significant figure in history which will be developed on in year 1 looking at more significant figures in history.