



History - EYFS - KS1

Specific Area of Learning	ELG 13 Past and Present	How this is achieved in EYFS	History KS1
<div style="border: 1px solid black; padding: 5px; text-align: center; font-weight: bold;">Understanding the world.</div>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Talk about families using Literacy text, 'All about me'; 'What would Peppa Pig do?' • Exploring people who help us. Using the text 'Ruby's Worry' and in nursery, 'You choose' • Exploring similarities and differences by talking about the past and present events in stories and in the children's lives. Use of vocabulary past/now – book example Ruby's worry – what were you worried about/ are you worried about it now? • Developing an understanding of chronology using The Very Hungry Caterpillar (nursery), Bear Hunt and The Gruffalo to map the order of events whilst looking at past and present through settings. • Continuous Provision – retell narratives using pictures 	<p>Changes within living history. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> • CUSP curriculum looks at recent events in children's living history. • This autumn term study focus on chronology within living memory to develop a sense of change over time. • Pupils look at own stages in life and changes that have happened. • Changes in national life – COVID19 and the death of Prince Phillip (<i>Queen Elizabeth; Coronation; King Charles</i>) <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <ul style="list-style-type: none"> • CUSP curriculum looks at the cause and effect of the Great Fire of London. • This event happened a long time ago – over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time. <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and</p>



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	<p>Key vocabulary to be developed in EYFS</p>	<ul style="list-style-type: none"> ● Fireworks and Guy Fawkes ● Remembrance Day ● Diwali ● Platinum Jubilee ● Celebration of National Events ● Changes – Look at transition from nursery to EYFS and EYFS to Year 1. Lots of conversations about making comparisons to similarities and differences between settings ● Parental engagement through use of Tapestry to share pictures of visits to local areas. Children are able to recognise local places they have been to ● Use of Makaton language to reinforce language of past/ present which continues in year 1 	<p>Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p><i>CUSP Curriculum studies the lives of Mary Anning and David Attenborough</i> <i>Also study Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake.</i></p> <p>Significant historical events, people and places in their own locality. <i>CUSP Curriculum - Year 2 Summer Term study focuses on the local area, significant people and places. Pupils explore significant historical events, people and places in their own locality.</i></p> <ul style="list-style-type: none"> ● Ipswich ● Felixstowe ● Bury St Edmunds
	<p>Past, present, same, different, change, character, before, after, new, old, time, history, Historian</p>		