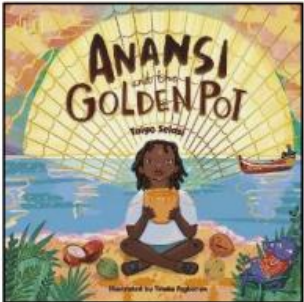
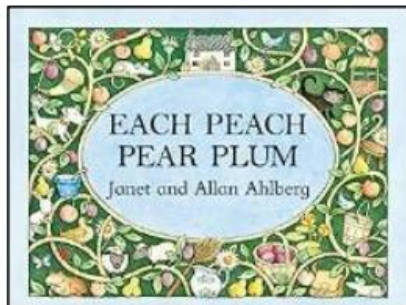


History – EYFS – KS1

ELG's	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	History KS1
<p>Past and Present 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. 	<p>Chronology</p> <ul style="list-style-type: none"> • the class visual timetable • days of the week • months of the year • how to order simple events • ordering vocabulary, e.g. now, next, then, today, tomorrow • how to use simple timers • what a clock / watch is for • some differences between long ago and now 	<ul style="list-style-type: none"> • time • week • month • year • later • long ago 	<ul style="list-style-type: none"> • changes within living memory, where appropriate, these should be used to reveal aspects of change in national life • 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) • 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 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) • significant historical events, people and places in their own locality.
<p>Key texts:</p> 	<p>Changes within living memory (link to UTW Science and UTW Geography- Seasonal Change)</p> <ul style="list-style-type: none"> • the differences between adult and baby animals • weather and seasons • changes in animals and plants and life cycles • how familiar things have changed over time, e.g. toys, houses, transport • how to compare, e.g. what life was like for them compared to what life was like for their grandparents 	<ul style="list-style-type: none"> • past • present • life cycle • adult • toddler 	



Their families (link to Geography and RS)

- similarities and differences between their families and other families
- positive attitudes about the difference between people
- key customs, routines, special times, events and celebrations for different families / religions / cultures
- different occupations linked to people in their community and those who help us
- special places and places of significance

- relation
- cousin
- auntie
- uncle
- great-grandparent
- job

Significant people/events locally

- significant people in their lives and in their community (and their roles), including those who help others
- significant events in their lives, e.g. birthdays, starting school
- about Queen Elizabeth II and the King
- about the life of one explorer and one inventor (through books / stories)
- causes of events, e.g. through pirate stories

- jobs
- work
- inventor
- explorer
- character
- cause



	<p>Understanding the past through story</p> <ul style="list-style-type: none">• how to find information from books about how humans change• drawing attention to the difference between then and now when reading books e.g. What do you notice about their house? How is it different from your house?• how to empathise with historical characters, e.g. What sort of person did Matthew Henson / Amelia Earhart need to be to explore the Arctic / fly a plane on her own? (and associated vocab, e.g. brave)• how to compare and contrast characters from the past, e.g. by discussing good and bad characters (Herod in the Christmas story, Ravana in Diwali)	<ul style="list-style-type: none">• history• character• compare• brave• kind• choice	
	<p>Enquiry (including interpretation, comparison, similarities and differences)</p> <ul style="list-style-type: none">• how to ask questions about the world around them• similarities and differences• how to describe objects / scenes from the past, modelling correct vocabulary• stem sentences, e.g. I think it is a ... because ...• how to compare things modelling stem sentences, e.g. This one has but this one hasn't ... This one is made from ... but this one is made from ...	<ul style="list-style-type: none">• compare• younger• older• similarities• differences	



- | | | | |
|--|--|--|--|
| | <ul style="list-style-type: none">• how to find answers to simple questions through reading / looking at videos / photos | | |
|--|--|--|--|