

EYFS History -Past and Present

	<u>Autumn 1</u>	
Topic	<u>Fabulous Me!</u>	
Prior Learning	Talk about what they see: Use a growing vocabulary to describe their surroundings, people, and daily experiences.	
Unit Aim	To develop children's understanding of time and sequence by exploring daily and weekly routines, using calendars to identify special events, and beginning to recognise and talk about important events in their own lives and family history.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	Chronology	- I can be introduced to, become familiar with and follow the daily routine. I can use consistent use of language of time – day, next / after / morning / afternoon - I can begin to understand the difference between a day and a week: □ Recite the days of the week □ Count days to an event ... day, week, days of the week - Introduction to class calendar / timeline with special events: Highlighting □ Birthdays □ School events □ Personal events ...calendar / event - I can continue to make sense of my own life-story and family's history: Talk about special events ... history /special
Vocabulary	day, night, afternoon, evening, weekend, week, month, (days of the week) (months of the year) , birthdays	
Future Learning KS1	Children can sequence a set of events in chronological order and give reasons for their order	
ELG	Understand the past through settings, characters and events encountered in books read in class and storytelling	

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	<u>Autumn 2</u>	
Topic	Armistice Day -Remembrance Day	
Prior Learning	Family history: Begin to make sense of their own life-story and family's history.	
Unit Aim	To explore different people, places and occupations, recognising similarities and differences around the world and beginning to represent familiar places through simple maps.	
Knowledge	<u>History Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Cause & Consequence • Historical Significance	• I can continue developing positive attitudes about the differences between people. • I can continue to make sense of their own life-story and family's history: Talk about special events ... history /special
Vocabulary	Armistice Day , Remembrance Day, soldiers, poppies, war	
Future Learning KS1	Learning about significant national events, why we commemorate them annually, and understanding simple historical concepts like the past, change, and memory.	
ELG	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	

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	<u>Spring 1</u>	
Topic	Old and new Parkgate	
Prior Learning	Talk about what they see, using a wide vocabulary Show interest in different occupations.	
Unit Aim	o develop children's understanding of time and sequence by exploring daily and weekly routines, using calendars to identify special events, and beginning to recognise and talk about important events in their own lives and family history. .	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>

	• Chronology • Similarity and Difference • Historical Significance • Change and Continuity	I can study / talk about images of familiar situations in the past: Photographs of winter in the past ... same, different I can observe photographs of old and new towns before, a long time ago I can begin to develop a sense of things happened before they were born: e.g. Fishing boats made before they were born
Vocabulary	Parkgate, water, cars, buildings, lamp-posts, features of buildings, clothing, vehicles	
Future Learning KS1	Exploring how aspects of national life have changed (such as homes, transport, or school life) and using these to reveal change over time, often linked to the childhood of older relatives or grandparents.	
ELG	Understand the past through settings, characters and events encountered in books read in class and storytelling	

EYFS History -Past and Present

	<u>Summer 2</u>	
Topic	The School's Calendar	
Prior Learning	Begin to make sense of their own life-story and family's history.	
Unit Aim	To develop children's early understanding of time, sequence, and change by helping them recognise how things happen in the past, present, and over time, using familiar experiences from their own lives and school.	
Knowledge	<u>Historical Skills</u>	<u>Essential Knowledge</u>
	• Chronology • Similarity and Difference • Historical Significance	I know how a calendar works, developing a concept of time ...season I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: I can look back through the reception year / EYFS – creating a timeline using photographs I can talk about changes at a personal and school level e.g. new family babies / new members of staff / developments to provision I can talk about likes / dislikes ...timeline,
Vocabulary	year 1, events that happen in the school calendar e.g. sports day, Transition day , likes, dislikes, improve on, feelings	

Future Learning KS1	Local history: Investigating a significant historical site, event, or person in the local locality
ELG	Understand the past through settings, characters and events encountered in books read in class and storytelling