

## Past and Present/ People, Culture and Communities/History – EYFS – KS1

		Past and Present	How this is achieved in EYFS	Key Vocabulary to be developed in EYFS	History KS1	
Specific Area of Learning Understanding the World	3- & 4- year-olds	Begin to make sense of their own life-story and family's history.	Personal history: how they celebrate Christmas, new year, family celebrations such as birthdays – throughout the year.	<ul style="list-style-type: none"> <li>• History</li> <li>• Historian</li> <li>• After</li> <li>• Before</li> <li>• New</li> <li>• Old</li> <li>• Now</li> <li>• Past</li> <li>• Present</li> <li>• Time</li> </ul>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally</p>	
	Children in Reception	Comment on images of familiar situations in the past.	Learning about the family traditions of children in class from different cultural backgrounds.			
		Compare and contrast characters from stories, including figures from the past.	Remembrance Day			
	ELG 13	Talk about the lives of people around them and their roles in society.	Bonfire Night – Guy Fawkes (story)			
		Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	R.E themes - Easter, Christmas, Diwali, Eid, bible stories.			
			<b>People, Culture and Communities</b>			Comparing objects from past and present (phones)
	3- & 4- year-olds	Develop their sense of responsibility and membership of a community. Continue developing positive attitudes about the differences between people.	Neil Armstrong – Theme – Space. How this differs from the present day			
Children in Reception	Talk about members of their immediate family and community. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	St George & the Dragon story & St Georges Day traditions				
	Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.	Visit to Skipton Castle				
ELG 14	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Learning Feedback times – talking about learning from the previous day / week etc...				
		Through interactions talking about what they did yesterday, last week, last year.				
		Child led learning inspired from books – Neil Armstrong / Helen Sharman - Astronauts.				

**EYFS Past and Present/ People, Culture and Communities/History – Knowledge and Skills breakdown**

Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Question</b>	<b>Who am I? (Families)</b>		<b>What was it like to be... (Significant People)</b>		<b>How has it changed? (Places)</b>	
<b>Nursery</b>	<p>I can talk about my Family.</p> <p>I can recognise similarities between myself and others.</p> <p>I can identify people who help me.</p>		<p>I can talk about the life of a significant person from the past.</p> <p>(Roald Amundsen)</p>		<p>I can talk about the significant features of a place in the past.</p> <p>(Seaside)</p> <p>(Punch and Judy Show, clothing)</p>	
<b>Vocabulary</b>	Timeline, today, tomorrow, yesterday, family, special person, people who help me, same different		Timeline, time, important, now, then, past, same, different		Timeline, old, new, now, then, past, same, different	
Term	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Learning Question</b>	<b>Who am I? (Families)</b>		<b>What was it like to be... (Significant People)</b>		<b>How has it changed? (Places)</b>	
<b>Reception</b>	<p>I can talk about experiences which are familiar to me and how these may have been different in the past.</p> <p>I can begin to put events in the correct order and can recognise that things happen before I was born.</p> <p>I can discuss the key roles of people who help me.</p>		<p>I can talk about a significant person from the past and compare and contrast their life to the present.</p> <p>(Neil Armstrong)</p> <p>(Tim Peake)</p> <p>(Helen Sharman)</p>		<p>I can talk about some similarities and differences between a place in the past and now.</p> <p>(Skipton Castle)</p>	
<b>Vocabulary</b>	Timeline, past, present, future, before, after, similarities, differences, family, young, old, people who help me, historian		Timeline, time, year, past, present, future, significant event, similarities, differences, historian		Timeline, year, past, present, future, before, after, event, similarities, differences, historian, castle, king, queen, monarch	