

EYFS curriculum links	Area of study	Coverage in KS1	Step 1	Step 2	Step 3	Basic Activities covered
Changes in pupils' own lives and others' around them The way of life of people in the more distant past Lives of significant men or women from the past Past events from History						
<ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change. 	<p>CHRONOLOGICAL UNDERSTANDING</p> <p>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Develop an awareness of the past, use common words and phrases about the passing of time</p>	<p>I am aware of changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</p> <p>I know about 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>	<p>I understand the difference between things that happened in the past and the present.</p> <p>I know some things that happened to other people in the past.</p> <p>I know about things that happened to me in the past.</p> <p>I can compare and discuss similarities and differences in ways of life in different periods.</p> <p>I understand how to put a few events or objects in order of when they happened.</p> <p>I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young</p>	<p>I am aware of current developments within the country that I live.</p> <p>I can recount changes in my own life over time.</p> <p>I understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>I understand and use the words past and present when telling others about an event</p> <p>I use words and phrases such as: recently, when my parents/carers were children, decades, and centuries</p>	<p>I use a time line to place events I have found out about.</p> <p>I can divide recent history into the present, using 21st Century, and the past using 19th and 20th Centuries.</p> <p>I can name the date of any significant event from the past that I have studied and place it in approximately the right place on a time line.</p> <p>I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time.</p>	
	<p>KNOWLEDGE AND UNDERSTANDING OF PAST EVENTS, PEOPLE AND CHANGES IN THE PAST</p> <p>Recognise why people did things, why events happened and what</p>	<p>I know about 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</p>	<p>I have found out some facts about people long ago. (Before living memory.)</p> <p>I have found out some facts about events that happened long ago.</p> <p>I can say why people may have acted as they did.</p>	<p>I have used information to describe the past.</p> <p>I use information I have found out about the past to describe the differences between then and now.</p> <p>I look at evidence to give and explain reasons why people in</p>	<p>I use evidence to describe the houses and settlements of people in the past.</p> <p>I use evidence to describe the culture and leisure activities from the past.</p> <p>I use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>I use evidence to describe buildings and their uses of people from the past.</p> <p>I use evidence to describe the things people believed in the past (attitudes</p>	

<p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>happened as a result Identify differences between ways of life at different times</p>	<p>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 know about significant historical events, people and places in their own locality</p>		<p>the past may have acted in the way they did.</p> <p>I can recount main events from a significant event in history (giving some interesting details.)</p>	<p>and religion).</p> <p>I use evidence to describe what was important to people from the past.</p> <p>I use evidence to show how the lives of rich and poor people from the past differed.</p> <p>I use evidence to find out how any of the above may have changed during a time period.</p> <p>I use evidence to give reasons why changes may have occurred.</p> <p>I show on a time line, the changes that I have identified.</p> <p>I can describe some similarities and differences between some people, events and objects (artefacts) I have studied.</p> <p>I can describe how some of the things I have studied from the past affect life today.</p>	
	<p>Area of study</p>		<p>Step 1</p>	<p>Step 2</p>	<p>Step 3</p>	
	<p>HISTORICAL INTERPRETATION They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>I know that the past can be represented in different media.</p>	<p>I have looked at books to help me find out about the past.</p> <p>I have listened to stories about the past.</p>	<p>I have looked at books and pictures (and: listened to stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, visit to a museum, visit to a gallery, visit to an historical site, used the internet.)</p>	<p>I have looked at two versions of the same event in history and have identified differences in the accounts.</p> <p>I give reasons why there may be different accounts of history.</p>	
<p>HISTORICAL ENQUIRY Find out about the past from a range of sources To ask and answer questions about the past They should use a</p>	<p>I can use a variety of sources to research and find out about the past.</p>	<p>See 3a, above I look at pictures and ask, "Which things are old and which are new?"</p> <p>I answer questions about events, using 'before' and 'after' to describe when something happened.</p>	<p>See 3a, above I ask, "What was it like for people in the past?" and use information to help me answer the question. I ask, "What happened in the past?" and use information to help me answer the question. I ask, "How long ago did an</p>	<p>I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>I ask, "What was it like for a... (child, rich person, etc) during..."</p> <p>I suggest sources of evidence to help me answer questions.</p>		

	<p>wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>		<p>I look at objects from the past and ask, "What were they used for?" and try to answer.</p> <p>I look at pictures from the past and ask, "What were people doing?"</p>	<p>event happen?" and try to work it out. (Using language such as a little while ago, a very long time ago etc.)</p> <p>I estimate the ages of people (younger, older) by studying and describing their features.</p>		
	<p>ORGANISATION AND COMMUNICATION Select from their knowledge of history and communicate in a variety of ways.</p>		<p>I can sort events or objects into groups (then and now.) I can say when my birthday is.</p> <p>I use time lines to order events or objects.</p> <p>I tell stories about the past (sometimes using role-play.) I write in sentences things I have found out about the past.</p> <p>I draw pictures and write about them to tell others' about the past.</p>	<p>I can describe objects, people or events (From the time of)...(significant person or event)</p> <p>I can write my date of birth.</p> <p>I use time lines to order events or objects.</p> <p>I use time lines to place an event or a significant person.</p> <p>I tell stories about the past using my story writing skills.</p> <p>I draw labelled diagrams and write about them to tell others about people, objects or events from the past.</p>	<p>I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills.</p> <p>I use dates and terms accurately.</p> <p>I discuss the most appropriate way to present my information, which I realise is for an audience.</p>	

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. (Statement from new overview, not sure where it fits or is it a teaching note?)