|  |  |  |
| --- | --- | --- |
| **History**  **EYFS** | | |
| **Term 1**  **Peek into the Past**  Opportunities for the children to reflect on memories and experiences from their own past and comment on images of familiar situations in the past. | | |
| Vocabulary | Knowledge | Objectives |
| long time ago  change  history  new  now  old  past  present | That some photographs and drawings represent the past.  Some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).  That they started as a baby but have since grown and changed.  That someone’s age is the time since they were born. | 1. To describe changes over time.  2. To sort photographs from the past and present.  3. To begin to recognise the order events happen.  4. To identify toys from the past.  5. To compare pictures from the past and present. |
| **Term 3**  **Adventures through time**  Comparing and contrasting people from the past and now by looking at photographs, listening to their stories and learning about their achievements. | | |
| Vocabulary | Knowledge | Objectives |
| achievement  courageous  king  past  present  queen  royalty  steam train | The environment around us changes as time passes.  Names of people that are significant to their own lives.  Some interests and achievements from their own lives and the lives of their families and friends. Some people are older than others.  Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations).  Some language for talking about the passing of time and events that have already happened, even if used inaccurately (before, yesterday, last week, last year, etc.).  Some photographs and drawings represent the past. | 1. To begin to understand the concept of generations.  2. To recognise special achievements.  3. To recognise that kings and queens are powerful people.  4. To understand that the environment around us changes as time passes.  5. To compare modes of transport of the past with the present. |

|  |
| --- |
| Peek into the Past:  **Development matters**   * Comment on images of familiar situations in the past.     **Characteristics of effective teaching and learning**   * **Playing and exploring** – Children investigate and experience things, and ‘have a go’. * **Active learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake. * **Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.   Early learning goals  ELG: Understanding the World – Past and Present  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |
| Adventures through time:  **Development matters**   * Compare and contrast characters from stories, including figures from the past.     **Characteristics of effective teaching and learning**   * **Playing and exploring** – children investigate and experience things and ‘have a go’. * **Active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake. * **Creating and thinking critically** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.   Early learning goals  ELG: Understanding the World – Past and Present  Understand the past through settings, characters, and events encountered in books read in class and storytelling. |