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| **EYFS Areas of Study** (taken from Development Matters)**Understanding the World*** Talk about members of their immediate family and community.
* Name and describe people who are familiar to them
* Comment on images or familiar situations in the past.
* Compare and contrast characters from stories, including figures from the past.

**Expressive Art and Design*** Develop storylines in their pretend play

**Communication and Language*** Ask questions to find out more and to check they understand what has been said to them (how do you know?, I wonder why?)
* Describe events in some detail
* Engage in a range of non-fiction books

**ELG Understanding the World****Past and Present** • Talk about the lives of 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.**What does this look like in Reception?**Through their class half –termly themes, pupils learn about themselves, their families and our community. They learn about events in the past and learn to comment on images and familiar situations, for example as part of their ‘To infinity and beyond’ theme they learn about the history of space travel and Neil Armstrong. This also builds their historical knowledge for KS1 when they learn about ‘Great Explorers’. Pupils have access to a wide range of fiction and non-fiction books, including being read to during daily story time and literacy sessions and in the reading corner to access and explore independently. These quality stories help them discuss characters and figures from the past and develops their understanding of key themes and vocabulary for Key Stage 1, for example Peepo by Janet and Allan Ahlberg, Dogger by Shirley HughesThe Toymaker by Martin Wadell, Fantastically Great Women Who Made History by Kate Pankhurst (Valentina Tereshkova during our space topic) Dinosaur Lady by Linda Skeers (Mary Anning)Role play areas are designed to allow pupils opportunities to develop storylines in their pretend play and quality resources including labels, equipment, clothing and artefacts support their enquiry skills and opportunities to explore and ask questions. For example, as part of ‘Once Upon a Time’ pupils have a castle role play area, developing language for studying the monarchy at KS1 and The Tudors at KS2. As part of this topic pupils also visit Shibden Hall and learn about life in the past. In the autumn term, the role play area is a vets which also has opportunities to develop vocabulary ahead of learning about ‘Nuturing Nurses’ at KS1.  |
| **Area of History** | **By the end of KS1** | **By the end of LKS2** | **By the end of UKS2** |
| **Constructing and sequencing the past: Chronological Understanding**  | * Sequence events in their life
* Sequence artefacts from different periods of time
* Describe memories of key events in their lifetime
* Match objects to people of different ages
* Describe features of themes, events and people from local, national and global history.
 | * Place the time periods studied on a time line
* Place events from a time period studied in chronological order.
* Use terms related to the time period and begin to date events
* Understand more complex time vocabulary such as BC/AD
* Identify details from local, national and global history to demonstrate overall awareness of themes, societies and events
 | * Place current study on a time line in relation to other studies including at KS1 and LKS2.
* Make comparisons between different times in the past.
* Use relevant dates and terms relating to the time periods.
* Sequence up to 10 events on a time line.
* Provide an overview of the most significant features of different themes, individuals, societies and events covered.
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| **Change and Development: Range and depth of Historical Knowledge** | * Recognise the difference between past and present in their own and others’ lives
* Recognise why people did things, why events happened and what happened as a result
* Identify differences between ways of life at different times
* Recall stories and information about the past.
 | * Understand the lives of people in the time period studied and compare with our lives today.
* Describe similarities, differences and changes occurring within LKS2 topics
* Identify key features and events of the time period studied.
* Identify reasons for and results of people’s actions.
* Offer a reasonable explanation for some key events, based on evidence.
 | * Examine causes and results of great events and the impact on people.
* Compare an aspect of life with the same aspect in another period.
* Know key dates, characters and events of times studied
* Study beliefs, behaviours and characteristics of people in the time periods studied.
* Be able to explain past events in terms of cause and effect using evidence to support their explanation.
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| **Cause and Effect: Interpretations of History**  | * Compare different versions of a past event
* Compare pictures or photographs of people or events in the past
* Discuss the reliability of photos/accounts/stories
 | * Begin to evaluate the usefulness of different sources including the internet and reference books.
* Compare accounts of events from a range of different sources and offer reasons for different versions of events
* Describe some relevant causes for, and effects on, key events and developments covered.
 | * Link sources and work out how conclusions were arrived at
* Offer reasons for different versions of events
* Consider ways of checking the accuracy of interpretations – fact, fiction or opinion
* Explain the significance of different causes and effects of a range of events and developments.
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| **Historical Enquiry and Sources of Evidence**  | * Plan questions and find answers about the past from sources of information.
* Observe and handle artefacts and make simple observations about what they tell us.
 | * Use evidence to build up a picture of a past event.
* Select and record information relevant to the unit of study.
* Devise and ask a variety of questions and use the library and internet to research the answers. Answer with substantiated responses.
* Begin to understand primary and secondary sources of information.
 | * Understand and use a range of primary and secondary sources to find out about an aspect of a time period.
* Select and record relevant sections of information from a range of sources.
* Use the library and internet for independent research.
* Bring knowledge gathered from several sources together in a fluent account.
* Reach a valid and substantiated conclusion to an independently planned and investigated enquiry.
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| **Organisation and Communication** | * Understand and use a wider range of terms relating to the passage of time ‘nowadays, in the past, previously, decade’
* Communicate their knowledge through:

DiscussionDrama/Role PlayMaking modelsWritingUsing ICT | * Recall, select and organise historical information.
* Communicate their knowledge and understanding in a variety of ways including orally, in writing and through ICT.
 | * Select and organise information to produce structured work, making appropriate use of dates and terms, drawing on previous knowledge.
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