

EYFS History Skills

<p><u>Changes within living memory</u></p> <p>Begin to make sense of their own life-story and family's history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday et Talk about the lives of the people around them and their roles in society.</p>	<p><u>Changes beyond living memory</u></p> <p>Know some similarities and differences between things in the past and now</p>	<p><u>The lives of significant individuals in the past</u></p> <p>Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><u>Significant historical events, people and places</u></p> <p>Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Christmas Visiting Hampton church</p>
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EYFS History Knowledge

Autumn term

<p><u>Changes within living memory</u></p> <p>I know about my own life-story I know how I have changed I know about changes that have happened within my family lifetime</p>	<p><u>Changes beyond living memory</u></p> <p>I am able to compare old toys to my toys and talk in simple terms about how things have changed and how they are different</p>	<p><u>The lives of significant individuals in the past</u></p> <p>I know about characters from stories, including figures from the past- Guy Fawkes.</p>	<p><u>Significant historical events, people and places in their own locality</u></p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (The Nativity story)</p> <p>I understand why some people celebrate different festivals- events that happened in the past</p>
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Spring term

<p><u>Changes within living memory</u></p> <p>I know about the lives of the people around them and their roles in society.</p> <p>I understand about different occupations- Visit to the vets, emergency service visits, Wood Green Animal Farm visit</p>	<p><u>Changes beyond living memory</u></p> <p>I am able to talk in very simple terms about how things have changed. What hospitals were like years ago, what fire fighters were like years ago</p>	<p><u>The lives of significant individuals in the past</u></p> <p>I know about characters from stories, including figures from the past Sir Tom Moore, Florence Nightingale (learning about hospitals in the past)</p>	<p><u>Significant historical events, people and places</u></p> <p>I understand why some people celebrate different festivals- events that happened in the past.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>
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Summer term

<p><u>Changes within living memory</u></p> <p>I know about my own life-story. I know how I have changed I know about changes that have happened within my family lifetime (talking about their school year and how they have changed, prepare to transition into Year 1)</p>	<p><u>Changes beyond living memory</u></p> <p>I am able to talk in very simple terms about how things have changed. What boats were like years ago (linked to Noah's Ark)</p>	<p><u>The lives of significant individuals in the past</u></p>	<p><u>Significant historical events, people and places in their own locality</u></p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Noah's Ark)</p>
<p><u>What is this the foundation for?</u></p> <p>Year 1 will sequence events in their life, match objects to people of different ages</p> <p>Year 1 will be able to sequence 3-4 artefacts from different periods of time, make simple comparisons and connections between 2 time periods, Great Fire of London, what were homes like in the past, animals that are extinct, how sea-sides have changed, changes to toys</p>	<p><u>What is this the foundation for?</u></p> <p>Year 1 will be able to sequence 3-4 artefacts from different periods of time, make simple comparisons and connections between 2 time periods, Great Fire of London, what were homes like in the past, animals that are extinct, how sea-sides have changed, changes to toys</p>	<p><u>What is this the foundation for?</u></p> <p>Year 1 will look in much greater detail about significant individuals in the past (more than just their name and what they are linked to) – class name, Guy Fawkes, William Walker,</p> <p>Year 1 will be able to match objects to people of different ages.</p>	<p><u>What is this the foundation for?</u></p> <p>Year 1 will be able to recount episodes from stories in the past, using stories to distinguish between fact and fiction – Poppy Day (Remembrance Day), History of the Olympics, what was Peterborough like in the past,</p>

Key Vocabulary

Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now (family names if not known) occupation names