

## Cavendish Close Infant and Nursery School

*A rich, relevant, broad and balanced curriculum contributes to outstanding learning and achievement, significant growth in pupils' knowledge, and excellent attitudes to learning*

### Subject area: History

<b>End of Early Years Foundation Stage expectation</b>		<b>National Curriculum End of Key Stage 1 expectation</b>		
<p><b>ELG</b> – Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>		<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and sources to show that they know and understand key features of events. 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>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• 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.)</li> <li>• 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 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.)</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>		
<b>Understanding the world : People and communities</b>	<b><u>EYFS 1 (30-50 months)</u></b>	<b><u>EYFS 2 (40-60 months)</u></b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>
	<ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them.</li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Identifies and talks about events in their own life and in the lives of family members, e.g. birthday, visit to grandparent.</li> <li>• Begins to differentiate between past and present.</li> <li>• Shows interest in the lives of people familiar to them.</li> <li>• Notices that other children don't always share the same interests.</li> <li>• Notices that others have different</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases like: old, new and a long time ago.</li> <li>• Recognise that some objects belong to the past.</li> <li>• Explain how people, including themselves, have changed since being born.</li> <li>• Ask and answer questions about old and new objects.</li> <li>• Identify old and new things in a picture.</li> <li>• Able to explain what an object from</li> </ul>	<ul style="list-style-type: none"> <li>• Use words and phrases like: before, after, past, present, then and now.</li> <li>• Recount the life of someone famous from Britain, who lived in the past, (explaining what they did earlier and what they did later.)</li> <li>• Able to give examples of things that were different when relatives such as grandparents were children.</li> <li>• Investigate into the past by talking to an older person.</li> <li>• Able to answer questions using books and the internet.</li> </ul>

		special days, e.g., birthdays.	the past might have been used for.	<ul style="list-style-type: none"><li>• Research the life of a famous person from the past using different sources of evidence.</li></ul>
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