






EYFS Understanding the World- Past & present- Bridging document to KS1 History

Organisation of knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	<p>Past and present</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Communication & language-Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. 	<p>Past and present</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understanding the world-People, culture and communities</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. <p>Expressive Arts & Design-Being imaginative and expressive</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher 	<p>Past and present</p> <p>-Talk about the lives of people around them and their roles in society</p> <p>Communication & language-Listening</p> <p>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</p> <ul style="list-style-type: none"> - Make comments about what they have heard and ask questions to clarify their understanding <p>Communication & language-Speaking</p> <ul style="list-style-type: none"> - Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher. 	<p>Past and present</p> <ul style="list-style-type: none"> - Understand the past through settings, characters and events encountered in books read in class and storytelling -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

KS1 readiness objectives	<ul style="list-style-type: none"> Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past 	<ul style="list-style-type: none"> Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order 	<ul style="list-style-type: none"> Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order. 	<ul style="list-style-type: none"> Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.
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Reception Understanding the World-Past and Present Overview

EYFS	<p>Settling In</p>  <p>This Photo by Unknown Author is licensed under CC BY-NC</p>	<p>Seasonal Autumn Who lives here?</p> 	<p>Seasonal Winter Why is it cold?</p> 	<p>Seasonal Spring What hatches?</p> 	<p>Growth and Life Cycles How does it grow?</p>  <p>This Photo by Unknown Author is licensed under CC BY-ND</p>	<p>Seasonal Summer and Changes Where will we go?</p> 
Substantive Concepts	Can we talk about images of familiar situations in the past?	Can we compare and contrast characters from stories?	Can we understand the past through settings, characters and events encountered in books read in class and storytelling? Can we talk about the lives of people around us and their roles in society?	Can we use non-fiction books to inform us about the past? Can we talk about the similarities and differences, drawing on our own experiences, that we find?	Can we compare and contrast characters or events from stories?	Do we understand the past through settings, characters and events encountered in books, in class and storytelling
Key vocab	Photograph, younger, when? Long ago	Characters from stories, first, next, last the past yesterday	yesterday/today/tomorrow the past/now job titles/ roles	Past/now/ in the future yesterday/last week	Character's names from stories, older, younger, past, first, next, last/finally	Change, moving, next step yesterday/last week/last year job titles/roles

Substantive knowledge	<ul style="list-style-type: none"> Recognise and talk about photographs of family Photographs of children at Pre-school/Nursery. Getting to know children and their family make up 	<ul style="list-style-type: none"> Talk about characters from stories Talk about events that have happened within their experience, e.g. starting school/attending nursery 	<ul style="list-style-type: none"> Children will know that most adults have different professions Understand that some jobs change over time Children to discover in detail particular jobs through first-hand experience eg. Shepherds, vicar, nurse 	<ul style="list-style-type: none"> Show awareness of change drawing on their own experiences e.g. special celebrations, seasons and events. 	<ul style="list-style-type: none"> Talk about characters from stories Talk about characters that are from the past 	<ul style="list-style-type: none"> Children will know that there are things they have learnt to do during the year that they couldn't do when they first started Children will understand there are things they won't be able to do to begin with next year but with help, they will learn.
Disciplinary Concepts	<ul style="list-style-type: none"> Look together at old family photos 	<ul style="list-style-type: none"> When reading story books/fiction books with children, discuss time frames Sequence events from well-known stories 	<ul style="list-style-type: none"> Talk about different jobs/roles Expose children to some visitors of interest eg shepherds, vicar, Dental nurse 	<ul style="list-style-type: none"> Children will learn about seasonal change through stories & books & personal experiences 	<ul style="list-style-type: none"> When reading story books/fiction books with children, discuss time frames Sequence events from well-known stories 	<ul style="list-style-type: none"> Through Circle Times/PSED, reflect on goal setting at beginning of year and what we couldn't do then that we can do now
History Enquiry	Can I talk about my past and recognise what the past means?	Can I sequence events in a story and recognise First, Next, Last	Can I talk about events/celebrations that I have experienced in the past at school/home	Begin to talk about things that have changed and put them in order	Can I sequence events in a story and recognise First, Next, Last/finally	What have we achieved this year? What do we want to achieve next year?