

Bridging from EYFS into Year One - History

Beginning in **Early Years**, children begin to acknowledge that as they grow they are able to do more for themselves. They show an understanding of themselves and the world around them. The children become increasingly aware of the changes in routine during different times of the day and seasons in the year and that these changes impact what they can do.

Within **Key Stage 1**, our History curriculum helps our pupils to understand the lives of significant people from the past, as well as events beyond living memory and the process of change and similarities and differences.

We believe that in **Key Stage 2** all children will know and understand history as a chronological narrative; from the earliest times to the present day. Children will continue to understand the process of change, the diversity of societies, relationships between different groups and the cause and effect.

History Strands	End of Nursery	ELG End of Reception	Year One
Investigate and interpret the past	*I am beginning to make sense of my own life-story and family's history. *To begin to recognise older and newer in telephones, toys, clothes. To begin to recognise older and newer in buildings, cars, buses, and immediate environment.	*To comment on images of familiar situations in the past. *To talk about familiar situations from the past, looking at photos of the school and locality. *To tell you about traditional stories from the past. *To talk about some similarities and differences between things in the past and now (animals that have become extinct like dinosaurs) *I understand the past through characters and events in books and storytelling.	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories to find out about the past.

<p>Build an overview of world history</p>			<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.
<p>Understand chronology</p>	<ul style="list-style-type: none"> *To talk about my family. *To name members of my immediate family (Mother, Father, Brother, Sister, Grandparents.) *To begin to understand who is older and younger in relation to their family. *Begin to understand the terms: today, now, before. 	<ul style="list-style-type: none"> *To talk about familiar situations from the past, looking at photos of the school and locality. *To talk about and organise events, recognising that things happened before they were born. 	<ul style="list-style-type: none"> • Place events and artefacts in order on a timeline. • Label timelines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate.
<p>Communicate historically</p>	<ul style="list-style-type: none"> *To talk about my family. *Begin to understand the terms: today, now, before. 	<ul style="list-style-type: none"> *To talk about familiar situations from the past, looking at photos of the school and locality. *To comment on images of familiar situations in the past . 	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.