

<b>EYFS curriculum expectations: Children will be inspired to:</b>	
<p><b>EYFS Goal</b></p> <p style="text-align: center;"><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</li> <li>• Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and present.</li> <li>• Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</li> <li>• Talk about and understand changes in their own lifetime, by creating a personal timeline.</li> <li>• Recount an event, orally, pictorial and/or with captions.</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and the relationship to them.</li> <li>• Name, describe and know people who are familiar to them</li> <li>• Talk about photos and memories</li> <li>• Encourage children to retell what their parents told them about their life- story and family</li> <li>• Draw out common themes from stories such as bravery, difficult choices and kindness, talk about children’s experiences with these themes</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</li> <li>• Show images of familiar situations in the past such as homes, schools and transport</li> <li>• Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Find out about key historical events and why and how we celebrate today. Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books.</li> <li>• Comment on images of familiar situations in the past</li> <li>• Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Present children with pictures, stories, artefacts from the past explaining similarities and differences</li> <li>• Visit buildings in the local area that have historical importance</li> <li>• Introduce characters, including those from the past using songs, poems, puppets, role play and storytelling methods</li> </ul>

