



EYFS/Year 1 – History

Statutory Objectives:

Pupils should be taught to:

- events beyond living memory that are significant nationally or globally (e.g The Great Fire of London)
- significant
- significant historical events, people and places in their own locality. (John Cadbury)

<u>Objectives</u>	<u>Focus area:</u>
<p><u>EYFS</u></p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. • They know about similarities and differences between themselves and others and among families, communities and traditions. • Look closely at similarities, differences, patterns and change. 	
<p><u>Year 1</u></p>	
<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Place known events and objects in chronological order. • Sequence events and recount changes beyond living memory. • To develop an awareness of the past, understanding common words and phrases relating to the passing of time. (e.g. before, after, a long time ago) • To use vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> • Great Fire of London • Comparisons to current disaster. • Plague, link to healthy eating.
<p><u>Historical enquiry and interpretation</u></p> <ul style="list-style-type: none"> • find answers to some simple questions about the past from simple sources of information. • Describe some simple similarities and differences between artefacts. • Ask and answer relevant basic questions about the past. 	



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<p><u>Understanding of events, people and changes/Communication</u></p> <ul style="list-style-type: none"> • Understand key features of events. • Discuss the lives of significant individuals in the past who have contributed to national and international achievements • Identify some similarities and differences between ways of life at different times. • Describe changes beyond living memory. • Identify a historical place/person from their own locality. 	<ul style="list-style-type: none"> • Events beyond living memory (e.g. Great Fire of London, plague) • Lives of significant individuals (Tim Peake, John Cadbury, Mae Jemison, Rakesh Sharma, Neil Armstrong, Amelia Earhart)
<p><u>End point</u></p> <p>Starry, Starry Night</p> <ul style="list-style-type: none"> - Presentation for a person of significance from the past - video. Who are they? Why are they important? e.g. Neil Armstrong. Combined photography in their computing lessons with the facts they've learned and record a short clip. <p>Great Fire of London - write a non-chronological report.</p> <ul style="list-style-type: none"> - comparisons to current disaster - Re-tell the story of the Great Fire of London and choose children to video. <p>My local area</p> <ul style="list-style-type: none"> - Changes from within my lifetime evidence - Compare life to when they younger/now or how an event has changed life for them (double page spread with images to support) 	<p>Vocabulary</p> <p>space, engines, pioneers, flight, past, present, compare, historical events, time line chronological order, significant people</p> <p>17th Century, London, Pudding Lane, St Pauls Cathedral, River Thames, diary, Britain, capital city, bakery, architect, monument, burning, leather bucket, axe, Samuel Pepys, King Charles II, affiliation, archaeologist, impact, significant, locality, community, town, city, county, commemorate, ancestor, coronation, country, nation, nationality, public, rules, law, settlement, society, heritage, living memory</p>



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	beyond living memory
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<u>Vocabulary</u>
