

Understanding the World – Past and Present - Curriculum End Points and Progression

End point : What an EYFS child needs to understand?	End point: What do they need to know? (Substantive / Disciplinary Knowledge), New Vocabulary.	How can we see that they are confident with Past and Present in Year R	Preparation for Year 1 Curriculum
That time passes and there is vocabulary used to describe this. (Chronology)	<p>How to use the vocabulary of chronology including past, present and future and related vocabulary – a long time ago, last week, yesterday, tomorrow, soon, next, timeline - in relation to their own lives.</p> <p>How to place characters from stories and real people correctly into the past or the present.</p>	Children will use the vocabulary of past, present and future and other time related vocabulary to talk about events in their own lives and in others.	National Curriculum – Key stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
That there are significant people in the past that have changed our lives (Change and Continuity).	<p>Famous inventors – car, light bulb, electricity from ‘100 Scientists from the Past’ book and how these changes have impacted on our lives.</p> <p>How life would have felt like before these inventions.</p> <p>The King and royal family drawing on events that happen over the year.</p>	<p>Children to talk about changes when different inventions have happened and compare through role play life before these inventions.</p> <p>Children talk about the royal family Queen Elizabeth and the King and his role in our country.</p>	National Curriculum – Key stage 1: 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]

Understanding the World – Past and Present - Curriculum End Points and Progression

<p>That there are significant events that have happened in the past (Cause and Consequence / Change and continuity).</p>	<p>How we have changed and will continue to change through our life cycle.</p> <p>Toys and games now and then.</p> <p>How life was different in the past before electricity, cars, light.</p> <p>The Gunpowder plot and Bonfire night.</p>	<p>Children talk about how they have changed over time.</p> <p>Children talk about and compare toys and games that they played with in the past and now and people used to play with in the past.</p> <p>Children understand the impact of events in history and how we remember them now.</p>	<p>National Curriculum - Key stage 1:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>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]</p>
<p>The substantive concepts invasion, rule and monarchy and settlement.</p>	<p>How to use the vocabulary of rule, monarchy, invasion and settlement through role play in fairy stories and pirates.</p>	<p>Children hear the words rule, monarchy, invasion and settlement being modelled through their play situations and begin to use the language in their play.</p>	<p>National curriculum – Key stage 1:</p> <p>They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p>

Development Matters

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

Past and present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Understanding the World – Past and Present - Curriculum End Points and Progression