



	ELG's	How this is achieved in Nursery	History KS1
Specific Area of Learning Understanding the World	<p><u>Understanding the World</u> 3 to 4 year olds will be learning to:</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties • Talk about what they see using a wide range of vocabulary • Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people <p><u>Past and Present ELG</u> Early Learning Goal at the end of EYFS: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 story telling 	<ul style="list-style-type: none"> • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year. Where possible, learning about the family traditions of children in class from different cultural backgrounds. • Talk about their own life-story and family's history e.g. looking at old photos of themselves and family members • Events of national significance e.g. Remembrance Day, The Coronation • Learning Feedback times – talking about what they have just been doing in their learning sessions. • Through interactions talking about what they did yesterday, last week, last year. • Point out changes in the seasons throughout the year • Comment on images of familiar situations in the past such as homes, schools and transport • Share texts, images and stories that develop an understanding of the past 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally



	ELG's	How this is achieved in Reception	History KS1
Specific Area of Learning Understanding the World	<p><u>Understanding the World</u></p> <p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Understand the effect of the changing seasons on the natural world around them <p><u>Past and Present ELG</u></p> <p>Early Learning Goal at the end of EYFS:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 story telling 	<ul style="list-style-type: none"> • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthdays – throughout the year. Where possible, learning about the family traditions of children in class from different cultural backgrounds. • Talk about their own life-story and family's history e.g. looking at old photos of themselves and family members • Events of national significance e.g. Remembrance Day, The Coronation • Learning Feedback times – talking about what they have just been doing in their learning sessions. • Through interactions talking about what they did yesterday, last week, last year. • Look at the calendar - days of the week, months of the year, seasons • Point out changes in the seasons throughout the year • Comment on images of familiar situations in the past such as homes, schools and transport • Share texts, images and stories that develop an understanding of the past • Look at 'old' objects eg toys that are old. How can we tell? 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally



Year 1

Changes within living memory -

1. How have I grown and changed in my life?
2. What is it like around here?
3. What are the shops in my community?
4. What were shops like in the past?
5. How have shops changed?
6. How are shops different today than a long time ago?

Lives of significant individuals -

1. Who was Mary Anning? What did she do?
2. What did Mary Anning discover?
3. Who is David Attenborough? What does he do?
4. What has David Attenborough achieved?
5. Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?
6. Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?

Lives of significant individuals -

1. Who was Neil Armstrong? What did he achieve?
2. Who is Mae Jemison? What did she achieve?
3. Compare the achievements of two significant individuals. What was similar and what was different?

Year 2

Events beyond living memory - The Great Fire of London

1. Where is London? When was the Great Fire of London?
2. How did the fire start? Why did the fire spread so quickly?
3. Where did the fire spread to?
4. Where did the fire spread to?
5. How do we know about the Great Fire of London?
6. What effect did the fire have on London?

Events beyond living memory Revisit - 3 sessions

Significant historical events, people and places in their own locality

1. Remember - what is Ulverston like today?
2. Sir John Barrow: what things happened in Ulverston's past?
3. Sir John Barrow Monument: what things happened in Ulverston's past?
4. Sir John Barrow School: What things happened in Ulverston's past?
5. Stan Laurel: what things happened in Ulverston's past?
6. Ulverston: what do you remember about the past?



Year 3

Stone Age, Bronze Age and Iron Age -

1. Introduce the three periods of time in the Stone Age. What were Palaeolithic times like? How do we know?
2. What were Mesolithic times like? How do we know?
3. What were Neolithic times like? How do we know?
4. What was different between the different Stone Age periods?
5. When was the Bronze Age? What was the Bronze Age like? How do we know?
6. How was the Bronze Age different to the Stone Age?
7. When was the Iron Age? What was the Iron Age like? How do we know?
8. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?
9. What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?

Iron Age Revisit - 2 sessions

Roman Empire and its impact on Britain -

1. Who were the Romans?
2. What was it like to live in Rome?
3. Remember the Celtic people: what was it like to live during the Iron Age?
4. When did the Romans invade Britain?
5. Who resisted the Roman invasion?
6. Technology: how did Britain change under Roman rule?
7. Review session - can be used to elaborate or catch up study
8. Belief: how did Britain change under Roman rule?
9. SUMMARISE IT: so what was the impact of the Roman Empire on Britain?

Year 4

Britain's settlement by Anglo-Saxons and Scots -

1. Why did the Anglo-Saxons come to Britain?
2. Where did the Anglo-Saxons come from?
3. What was life like for Anglo-Saxons in Britain?
4. What kingdoms were formed by the Anglo-Saxons?
5. How do we know about the Anglo-Saxons?
6. How did religion influence the Anglo-Saxons? How do we know this?

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

1. What was life like for the Vikings?
2. When did the Vikings attack Britain?
3. Where did the Vikings invade and settle?
4. Why were the Vikings so feared and successful?
5. When were the Vikings most powerful?
6. What peace was agreed between the Anglo-Saxons and Vikings?
7. What happened to the Vikings in England?
8. Why did the Normans and Vikings both think they had the right to the throne of England?

The achievements of the earliest civilizations, including Egyptians

1. Who were a few of the earliest civilisations and what did they achieve?
2. Who were the ancient Egyptians and where did they live?
3. The Old Kingdom: who was significant and what did they achieve?
4. The Middle Kingdom: who was significant and what did they achieve?
5. The New Kingdom: who was significant and what did they achieve?
6. Achievements: how and what did the ancient Egyptians write?
7. Achievements: How did the ancient Egyptians use the River Nile?
8. Gods: what did the ancient Egyptians believe in?
9. Evidence: what do we know about Tutankhamun?



Year 5

A non- European society that provides contrasts with British history - Mayan

1. Where did the Maya live?
2. What were the significant events in the Maya's history?
3. What were Maya city states like?
4. City-state study – Tikal, Palenque or Chichen Itza
5. What did the Maya invent?
6. What did the Maya invent?
7. What happened to the Maya city-states?
8. Remember Britain and the Anglo-Saxons
9. Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900

Ancient Greeks -

1. Who were the Ancient Greeks and when did they rule?
2. What beliefs did the Ancient Greeks hold?
3. City-states: what was the difference between Athens and Sparta?
4. What was democracy like in Athens?
5. Why was the theatre important to the Ancient Greeks?
6. What myths and fables did the Ancient Greeks create?
7. What happened at the Battles of Marathon and Salamis? Why were they important?
8. Why were the Olympic Games invented by the Ancient Greeks?
9. Who was Alexander the Great and why was he so renowned?

Year 6

Local history study -

1. What was life like in Victorian Ulverston?
2. Did children have to work in Victorian Ulverston?
3. What was the Ulverston workhouse like?
4. What can we find out in the Archives?
5. What were houses like in Victorian Ulverston?
6. What are the differences between Victorian Ulverston and the present?

Chronological study beyond 1066 - Windrush Generation

1. Where are the Caribbean islands? What's their history?
2. How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?
3. Why did people migrate from the Caribbean to England in 1948?
4. What was life in London like for the Windrush pioneers?
5. Who was Sam King and what did he do? Who was Norma Best and what did she do?
6. How did the Windrush migration change Britain for the better?