



Laying the foundations for history

ELG: Past and Present

Children at the expected level of development will:

- 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.

At LCPS Pupils are taught:

- About changes within living memory, describing memories that have happened in their own lives;
- How to begin to make sense of their own life-story and family's history.
- That there are similarities and differences between people;
- About the roles of significant people in the community.

Links to the National Curriculum	Little Learners 2 Year olds and N1 learn to:	Nursery 3 and 4 year olds learn to:	Reception In Reception children learn to:
Chronological understanding	<ul style="list-style-type: none"> • Notice differences between people; • Make connections between the features of their family and other families; • Understand simple questions about 'who', 'what' and 'where'; • Listen to simple stories and understand what is happening, with the help of the pictures; • Repeat words and phrases from familiar stories. Ask questions about the book; 	<ul style="list-style-type: none"> • Continue to develop positive attitudes about the differences between people. • Begin to make sense of their own life-story and family's history; • Begin to show interest in different occupations. • Understand simple questions about 'who', 'what', 'where' and 'why'; • Enjoy listening to longer stories and can remember much of what happen; • Know many rhymes, be able to talk about familiar books, and be able to tell a long story; 	<ul style="list-style-type: none"> • Use words and phrases: first, next, day, night, old, new; • Understand and talk about seasonal changes; • Talk about similarities and differences between themselves, people in their family and the community; • Discuss past and upcoming events from familiar situations; • Remember and talk about parts of stories; • Name people who are familiar to them (police, fire service, teachers) and talk about a wider range of occupations (electrician, plumber, postal workers).

<p>Historical enquiry</p>	<ul style="list-style-type: none"> • Makes comments and shares their own ideas. Develop play around • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ (MD) • Plant seeds and care for growing plants, talking about the changes they observe over time. 	<ul style="list-style-type: none"> • Look at and talk about books, pictures and artefacts from the past (e.g., baby toys) • Observe growth and decay over time - observe an apple core going brown and mouldy over time - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars and chick eggs. • Comment on images of familiar situations in the past • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
<p>Organising and communicating</p>			<ul style="list-style-type: none"> • Describe events in some detail (e.g. ‘Before school I had a lovely breakfast’) (C&L) • Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&L) • Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&L)
<p>Historical interpretation</p>			<ul style="list-style-type: none"> • Identify and talk about some elements of stories and non-fiction texts.