



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

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