

EYFS Framework

We have selected the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

Three and Four-Year-olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history
Reception	Understanding the World		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

KEY STAGE 1 HISTORY

National Curriculum Requirements of History at Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

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 (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)

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 (e.g. Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Rosa Parks and Emily Davidson, Mary Seacole and Edith Cavell)

significant historical events, people and places in their own locality

Knowledge, Skills and Understanding breakdown for History

YEAR 1

History at Key Stage 1

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. (Transport)
- Events beyond living memory that are significant nationally or globally. (Toys)
- 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. (Explorers)
- Significant historical events, people and places in their own locality. (George Stephenson- The Rainhill Trials)

Chronological Understanding

- Can they put up to three objects in chronological order?
- Can they use a timeline to place important events from earliest to latest?
- Can they use words and phrases like; old, new, a long time ago, before I was born? To show the passing of time.
- Can they tell me about things that happened to themselves or other people in the past?
- Can they explain how they have changed since they were born?
- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Do they understand the difference between things that happened in the past and the present?

(C&CH) (C&E) (S&D) (S) (E)

Knowledge of events, people and changes in the past.

- Do they appreciate that some famous people have helped our lives to be better today?
- Can they describe significant individuals from the past?
- Can they understand that there are reasons why people in the past acted as they did?
- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Can they recount event from beyond their living memory?
- Can they describe some changes within their living memory?
- Can they begin to identify the main similarities and/or differences between new and old sources of evidence?

(C&CH) (C&E) (S&D) (S) (E)

Historical Interpretation

- Can they look at:
 - books, videos, photographs, artefacts to find out about the past.
- Can they use these sources to explain about what they think happened in the past?

(C&CH) (C&E) (S&D) (S) (E)

Historical Enquiry

- Can they identify some ways in which the past is represented?
- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture or video?
- Can they ask and answer questions using different sources?
- Can they give a plausible explanation about what an object was used for in the past?

(C&CH) (C&E) (S&D) (E) (S)

Organisation and Communication

- Can they describe special or significant events?
- Can they talk, write and draw about things from the past?
- Do they show an understanding of historical terms?
- Can they sort events or objects into groups (now and then)?
- Do they use drama/role play to communicate their knowledge about the past?

(C&CH) (C&E) (S&D) (S)

Historical Concepts weaved into our curriculum - continuity & change (C&CH) Cause & effect (C&E) similarities & differences (S&D) significance (S) Evidence (E)

Year 1 History - Long Term Memory

Transport	Toys	Explorers
<ul style="list-style-type: none"> • Can they describe special or significant events? • Can they talk, write and draw about things from the past? • Do they show an understanding of historical terms? • Can they sort events or objects into groups (now and then)? • Do they use drama/role play to communicate their knowledge about the past? • Can they put up to three objects in chronological order? • Can they use a timeline to place important events from earliest to latest? • Can they use words and phrases like; old, new, a long time ago, before I was born? To show the passing of time. • Can they recognise that a story that is read to them may have happened a long time ago? • Can they give a plausible explanation about what an object was used for in the past? • Do they appreciate that some famous people have helped our lives to be better today? • Can they recount event from beyond their living memory? 	<ul style="list-style-type: none"> • Can they look at: <ul style="list-style-type: none"> ○ books, videos, photographs, artefacts ○ to find out about the past. • Can they use these sources to explain about what they think happened in the past? • Do they show an understanding of historical terms? • Can they sort events or objects into groups (now and then)? • Do they use drama/role play to communicate their knowledge about the past? • Can they put up to three objects in chronological order? • Can they use a timeline to place important events from earliest to latest? • Can they use words and phrases like; old, new, a long time ago, before I was born? To show the passing of time. Can they explain how they have changed since they were born? • Can they ask and answer questions about old and new objects? • Can they spot old and new things in a picture or video? • Can they spot old and new things in a picture or video • Can they give a plausible explanation about what an object was used for in the past? • Can they describe some changes within their living memory? • Can they begin to identify the main similarities and/or differences between new and old sources of evidence? 	<ul style="list-style-type: none"> • Can they describe special or significant events? • Can they talk, write and draw about things from the past? • Do they show an understanding of historical terms? • Can they tell me about things that happened to themselves or other people in the past? • Can they recognise that a story that is read to them may have happened a long time ago? • Can they ask and answer questions using different sources? • Do they appreciate that some famous people have helped our lives to be better today? • Can they describe significant individuals from the past? • Can they understand that there are reasons why people in the past acted as they did? • Can they recount event from beyond their living memory?

Historical Concepts weaved into our curriculum

continuity & change (C&CH) similarities & differences (S&D) significance (S) Evidence (E)	continuity & change (C&CH) similarities & differences (S&D) significance (S) Evidence (E)	continuity & change (C&CH) Cause & effect (C&E) similarities & differences (S&D) significance (S) Evidence (E)
--	--	---

Liverpool Local History

- Liverpool has lots of famous buildings including the Liver building and the Anglican and Catholic cathedrals.
- Liverpool's merchant shipping networks played a central role in the first World War.
- Dazzle designs, like on the Liverpool ferry, were used on vessels in World War One.
- Walter Aubury Thomas has been described as "the most individual Liverpool architect of the early 1900s".
- Walter's most famous building design was the Royal Liver Building, which is 1 of 3 buildings on the Liverpool Pier Head which make up the 'Three Graces'.
- The name of 'The Beatles' are John Lennon, Paul McCartney, George Harrison and Ringo Starr.
- Here Comes The Sun, Hey Jude, Yesterday and Help are some of the most famous Beatles songs.
- Liverpool has an incredible sporting history spanning across many different sports. Two of the biggest football teams are Liverpool FC and Everton FC.
- Liverpool Football Club has won six European cups - more than any other English team.
- The 'Triangular Trade' was the sailing route taken by British slave traders.
- Liverpool started off as a small fishing community and then grew into a powerful city because of the slave trade.
- Approximately 90 members of Titanic's crew were from Liverpool.
- Titanic was born and took shape in Albion House, the headquarters of the Liverpool-based White Star Line.

Historical Concepts weaved into our curriculum - continuity & change (C&CH) Cause & effect (C&E) similarities & differences (S&D) significance (S) Evidence (E)