

## Newton Hill Community School: Prior Learning Documents



Subject/Area: History

Year Group: EYFS

Prior Learning	Early Learning Goal	Future Learning	Vocabulary - Subject Specific
<p><b><i>In Nursery children should:</i></b> Begin to make sense of their own life-story and family's history.</p> <p><b><i>In Reception children should:</i></b> Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p><b><i>Understanding the World - Past and Present</i></b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>- Children in Year 1:</li> <li>- To know the difference between past and present.</li> <li>- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>- They should identify similarities and differences between ways of life in different periods.</li> <li>- 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.</li> <li>- They should understand some ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<p>Past</p> <p>Present</p> <p>Future</p> <p>Similarities</p> <p>Differences</p>
Enquiry and Key Questions		Famous People Links	Linked Texts
Who is in your family?		Martin Luther King Jr	The Little Hen and the Great War Martin Luther King Jr
Assessment Opportunities			
<p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p>			

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods