



Links to National Curriculum

	Early Learning Goals <i>Pre-learning for KS1</i>	Links to KS1 Curriculum
Understanding the World	<p>Understanding the World: Past and Present</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 storytelling. <p><i>Order a timeline of events – Stickman</i></p> <p><i>History of Bonfire Night</i></p> <p><i>Explore the role of the King (link to KS1 Queens topic and significant individuals)</i></p> <p><i>Explore the role of a nurse (link to KS1 Florence Nightingale)</i></p> <p><i>Christmas in the past and the story of the Nativity</i></p> <p><i>Placing events in chronological order e.g. stories and experiences</i></p> <p><i>Use photos to talk about how they have grown and changed over time</i></p> <p><i>Life cycles of butterflies and how they change over time</i></p> <p><i>Describe changes in transport over time</i></p> <p><i>Explore inventors e.g. The Wright Brothers (links to significant individual KS1)</i></p> <p><i>Local area changes – explore mining (links to significant historical events in own locality KS1)</i></p> <p><i>Seaside then and now</i></p>	<p>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 some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <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 (for example, 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. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.) • Significant historical events, people, places in their own locality