

It is our intent, as Historians that Milford children are motivated and inspired to find out more about the past.

We want Milford learners to be curious to explore a History curriculum so that they know more, remember more and understand more. Our teaching of History will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Children will then begin to build on their own Historical knowledge, recording Historical events on class time lines to build chronological skills and understanding. We want children to be inquisitive to know more about the past and to have the disciplinary skills required to explore further. History lessons will encourage children to think like Historians whilst exploring a range of artefacts.

EYFS	Understanding the World						
	Past and Present						
	<u>Birth-Three</u> Make connections between the features of their family and other families. Notice differences between people.		<u>Three- Four Years</u> Begin to make sense of their own life-story and family history.	<u>Reception</u> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past		<u>Past and Present - ELG</u> . . Talk about the lives of the people around them and their roles in society. UTW. P&P.ELG • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UTW.P&P.ELG • Understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	
	Finding out about the Past and comparing to the present.	Beginning to make sense of my own life- story and family history.	Comment on familiar objects or situations from the past. E.G last week, we went to watch Zog.	Share likes and dislikes about familiar objects, or familiar situations from the past	Make comparisons between historical figures or familiar objects or situations from the past using story books and information book with support. E.g. Remembrance Sunday. I can identify some similarities and some differences.	ELG I can use books and accounts to make comparisons between familiar objects, familiar situations and people from the past and the present. I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. Remembrance Day, At the Seaside- then and now.UTW. P&P.ELG	
Sequences in time-family History	Sequence family members according to name/size, e.g. baby, child, adult.	Sequence family members according to their age and describe who they are, e.g., baby, toddler, child, teenager, adult, elderly.	Sequence family members according to their age. I can explain who they are and the key differences in what they can and cannot do.	Understand and explain that there are differences and similarities between people of different ages. I describe memories that have happened in my own life.	I can sequence key memories that happened in my life. I am beginning to sequence memories in the lives of my family members.	ELG- I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG	
Sequences in time vocabulary	Show some awareness of the time of day, e.g., dinnertime or bedtime.	Use words to sequence, e.g, first, then, next, after that, in the end. I show an awareness of morning, dinnertime, afternoon, and evening.	know there are days of the week/ seasons, and I begin to name these. Talk about events using the present and past tense. I understand the terms before and after.	Retell my daily routines/ weekly routines in sequence. Name the days of the week/ the seasons of the year.	Order the days of the week. Sequence the seasons of the year. I understand that there are special dates and times that repeat every year.	I can talk about the lives of the people around me and their roles in society. UTW. P&P.ELG I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read to me in class. UTW. P&P.ELG I understand the past through settings, characters and events encountered in books read in class and storytelling. UTW. P&P.ELG	

Year 1	Year 2
Understand that time only moves forwards and we cannot go back in time. Understands the concept of past and present and consider the past in the living memory of parents, grandparents and great-grandparents.	Begin to sequence events or artefacts on a timeline within the time period or event being studied.
Understand that some things were the same in the living memory past and that some things have changed.	Describe what changed in history because of a significant event and how that change continued or otherwise into modern times.
Explains why a person acted the way they did in the past.	Understand the terms 'cause' and 'consequence' and can explain a simple cause and consequence of a significant event studied.
Understand the meanings of the words 'similar' and 'different' and can identify an example between their life and the childhood of their parents or grandparents.	Identifies generalisations about a studied time period or person and how that is different to today.
Can understand the difference between an event which is important to them and an event or person who is significant to our shared history.	Describe how we remember an important event or person and why they were significant.
Identifying items from the past within living memory/beyond living memory and talking about what they mean and recognising these as artefacts (e.g. poppies/old photographs)	Understanding that primary sources were writings or artefacts created at the time of the event or period being studied. Ask historically valid questions of artefacts from a period.