



**St Michael's**  
C.E. Primary School

**EYFS – Key Stage 1 Bridge History**

<b>Specific Area of Learning Understanding the World</b>	<b>ELG 14 People, Culture and Communities</b>	<b>How this goal is achieved in EYFS</b>	<b>History in Key Stage 1</b>
	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul>		
	<b>ELG 13 Past and Present</b>		
	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books and read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal history: using the experience journals children are given the opportunity to reflect and discuss previous experiences and events.</li> <li>• Personal history: circle times to share what they have done at the weekend or school holidays, how they celebrate Christmas, new year, family celebrations such as birthdays throughout the year.</li> <li>• Learning about the family traditions of children in class from difference cultural backgrounds.</li> <li>• Learning about Remembrance Day and why it is important.</li> <li>• Learn about the traditions of Bonfire Night and discuss how families remember this event.</li> <li>• RE themes taught through scheme and understanding Christianity eg Easter, Christmas, bible stories.</li> <li>• Exploring artists past and present.</li> <li>• Through interactions talking about what they did yesterday, last week, last year.</li> <li>• Continuous provision enhanced to provide a range of experiences.</li> <li>• Significant people from the past eg astronauts, David Attenborough.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Understand changes that have occurred in their own lives, with a particular focus on toys and transport etc.</li> <li>• Recognise the difference between toys of the past and those of today. For example – toys popular with their Grandparents and Parents.</li> <li>• Describe significant people from the past associated with important developments.</li> <li>• Know events beyond living memory that are significant locally, nationally or globally.</li> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• 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>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>

**ELG – Listening, attention and understanding and ELG – This will be promoted through all work in History.**