



<b>Early Learning Goals; Past and Present</b>		<b>Development Matters Objectives</b>	
<ul style="list-style-type: none"> <li>• Talk about the lives of the 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 read in class and storytelling.</li> </ul>		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	
<b>Substantive Concepts; Migration and Settlement, Technology and Invention, Religion and Culture</b>		<b>Disciplinary Knowledge; Similarities and Differences, Handling Evidence, Historical Significance, Change and Continuity, Cause and Consequence, Historical Interpretation</b>	
<ul style="list-style-type: none"> <li>• Talk about why different events are celebrated.</li> <li>• Talk about Weston Rhyn and when own family moved to the village.</li> <li>• Talk about different types of transport.</li> <li>• Begin to talk about changes in technology and transport.</li> <li>• Talk about the King.</li> </ul>		<ul style="list-style-type: none"> <li>• Know that the past is something that has already happened.</li> <li>• Recognise a simple timeline is a way of showing the past</li> <li>• Know that recent past is things which have happened in the time people have been alive (in living memory).</li> <li>• Know that further into the past is 'a long time ago' before people who are alive today can remember it (beyond living memory).</li> <li>• Talk about and share experiences of the story of their own past and present.</li> <li>• Begin to talk about the story of own family's history.</li> <li>• Talk to older people (friends and people the community and in school) about their lives before they were born.</li> <li>• Talk about artefacts and objects/ images that the class teacher has brought in and say whether they think they are from now (the present) or from the past.</li> <li>• Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, before I was born etc.</li> <li>• Use photographs and images to talk about own what they can remember in their own past.</li> </ul>	
<b>Curriculum Connections</b>		<b>Curriculum Enrichment</b>	
People, beliefs and cultures (RE) Personal Experiences (PSHE) My Family (PSHE)		Family Visitors Cultural experiences Baby pictures	
<b>Prior Knowledge</b>		<b>Future Learning</b>	
Make connections between the features of their family and other families. Notice differences between people.		Our School The Seaside Life on the Border	
<b>Key Vocabulary</b>			
history, how, past, present, a long time ago, in living memory, beyond living memory, timeline, date, year, time, family, baby, child, adult, older person, mum, dad, grandma, grandad, great grandma, great grandad, King, Queen, castle, homes, transport, steam train, motor car, aeroplane, rocket			