

History EYFS and National Curriculum Statements

EYFS Framework

ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: Self-Regulation	ELG: Past and Present	ELG: The Natural World
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. 	<ul style="list-style-type: none"> Participate in small group, class and one to one discussions offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen. Express their ideas and feelings about their experiences using full sentences. 	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions. 	<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. 	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

National Curriculum - KEY STAGE 1

<ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> significant historical events, people and places in their own locality.
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National Curriculum - KEY STAGE 2

<ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots 	<ul style="list-style-type: none"> the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<ul style="list-style-type: none"> a local history study 	<ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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