



EYFS to KS1 Bridge – History

History in the EYFS curriculum	How this is achieved in EYFS	How the learning in EYFS progresses into KS1
<p><u>Understanding the World</u></p> <p>ELG: 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>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. 	<ul style="list-style-type: none"> • Autumn 2 – celebrations topic – personal history, personal experiences, how they celebrate, learning about different celebrations including birthdays, Diwali, Christmas, New Year. • Learning about the family traditions of children in class from different cultural backgrounds. • Learning about how festivals are celebrated across the world and how they have changed over time. • Learning about significant stories of the past including Christmas story, Easter story, other Bible stories. • Playing with old toys and comparing them with new toys – Victorian Day. • Looking through books and observations with the children – talking about learning from the previous day/week. • Through interactions talking about what they did yesterday, last week, last year. <ul style="list-style-type: none"> • Learning about significant historical events including Remembrance Day, Black History Week, Bonfire Night. • Learning about important figures today e.g. the Queen, prime minister. • Child led learning. Children choose books and themes that interest them e.g. dinosaurs, astronauts. <ul style="list-style-type: none"> • Spring 1 – transport topic. 	<ul style="list-style-type: none"> • Celebrating different festivals throughout the year – Christmas, Easter, Diwali, New Year, Eid. • Y1 Autumn 2 topic – toys in time. • Looking at how toys have changed over time. • Learning about timelines and chronological order. • Discussing how our parents and grandparents had different toys to us. • Learning about significant stories of the past throughout the year including Christmas story, Easter story, other Bible stories. <ul style="list-style-type: none"> • Y2 Autumn 1 topic – kings and queens. • Learning about different kings and queens from the past and the current queen. • Learning about how the government rules the country. • Y2 Summer 2 topic – they made a difference. • Learning about significant figures of the past – Nelson Mandela, Rosa Parks, Martin Luther King, Malala Yousafzai. <ul style="list-style-type: none"> • Y1 Spring topic – transport and travel.

- Looking at the transport services in Birmingham – comparing transport past and present.
- Figures of the past linked to transport e.g. the inventions of the train and aeroplane.
- Looking at how the city of Birmingham has changed over time and what was not here before.
- Looking at how the United Kingdom has changed over time.
- Looking at the local area and how there are different shops now.
- Learning about the history of the school.

- Looking at how technological advances have led to changes in travel and transport.
- Understanding that the modes of transport we rely on today did not exist in the past.
- Y1 Summer 2 Topic – seaside now and then.
- Understanding how due to the changes in travel and transport over time, the seaside became a popular place.
- Looking at how seaside have changed over time.
- Y2 Autumn 2 topic – Great Fire of London.
- Looking at how London was different in 1666.
- Looking at what buildings were made of in the past and how the streets looked.
- Looking at how London was rebuilt and improvements made to ensure a disaster would not happen again.