

Bridging from EYFS to KS1: History

Organisation of Knowledge	Using language associated with the past	Remembering and discussing their own lives	Talking about things they have done with people that are special to them	Recognising chronology within stories
Relevant ELG	<p>ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>ELG: People, culture and communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>ELG: Being imaginative and expressive Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>ELG: Listening Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>ELG: Speaking Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses and making use of conjunctions, with modelling and support from the teacher.</p> <p>ELG: Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>ELG: Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
KS1 Readiness objectives	<ul style="list-style-type: none"> • Use words associated with the past including yesterday, last week, last year • Use past tense when speaking about things that happened in the past 	<ul style="list-style-type: none"> • Share their memories of significant events in their own lives. • Talk about things that have changed. • Begin to put these events in order 	<ul style="list-style-type: none"> • Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. • Begin to put events in order. 	<ul style="list-style-type: none"> • Talk about the order of events in a range of familiar stories. • Recognise language in stories that shows the story happened in the past.