



At Godshill, as part of our discover, explore, create curriculum we have truly embedded history into our curriculum in the form of DISCOVER! Through our vast array of topics appropriately linked to calendar events (such as Bonfire night on November 5th) the children's progression is continually enhanced by our naturally occurring spiral curriculum. Drawing on the unique child bringing with them their own unique experiences and history we embellish this with rich quality texts throughout the year.

The children's progression is evident by watching them develop their historical analysis skills starting with making connections right up to being able to spot similarities and differences between things in the past and present day. The majority of progression evidence is cleverly captured through the child's journey through EYFS in the form of one-on-one discussions, small group chats as well as larger whole class sessions. Evidence of secure understanding of their historical skills are often displayed through their imagination play whilst engaging in our enhanced small world provisions.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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0-3 years	3 - 4 years	Reception	At the end of Reception
<ul style="list-style-type: none"> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people</li> </ul>	<ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Show interest in different occupations.</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters <b>from stories</b>, including figures from the past.</li> <li>Understand that some places are special to members of their community.</li> </ul>	<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>



Relevant Early Learning Goals	Year 1 National Curriculum Objective
<p><b>Understanding the World: Past and Present</b></p> <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>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).</li> <li>• 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. (For example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.)</li> <li>• Significant historical events, people, places in their own locality</li> </ul>