



## Woolgrove Curriculum Skills and Knowledge

### Area of the Curriculum – Specific Area

# Understanding the World (History)

	<b>Skills</b>	<b>Knowledge</b>
<b>EYFS</b> <b>UW – People and communities</b>	<p>Develop curiosity about people and shows interest in stories about themselves and their family.</p> <p>Enjoys pictures and stories about themselves, their families and other people.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Shows interest in occupations and ways of life in the past</p>	<p>Be able to name members of their immediate family.</p> <p>Remembers and talks about significant events in their own experiences.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Recognises that ways of doing things in the past were sometimes different.</p>
<b>Pre-Formal</b>	Refining of skills and knowledge taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Communication and Language and Personal, social and Emotional Development) the Life skills and Sensory curriculum	
<b>Semi-Formal 1</b>		
<b>Semi- Formal 2</b>	<p>To use a range of vocabulary related to historical terms e.g now, then, after etc.</p> <p>To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>To understand that events commemorated in the present relate to events in the past e.g. Remembrance Sunday, November the 5<sup>th</sup>.</p> <p>To be able to talk about changes within living memory.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>
<b>Formal</b> <b>NC KS1 History (2019)</b>	<p>To be able to develop a simple timeline.</p> <p>To use a range of vocabulary related to historical terms e.g now, then, after etc.</p> <p>To be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>	<p>To understand that events commemorated in the present relate to events in the past e.g. Remembrance Sunday, November the 5<sup>th</sup>.</p> <p>To be able to talk about the lives of significant individuals,(eg the Royal family and key people in the world) in the past and present who have contributed to National and International achievements.</p> <p>To be able to talk about changes within living memory.</p>