

History in the Early Years

What does an Historian look like in the EYFS?

I ♥ HISTORY



I want to become an **Exceptional Explorer** who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.

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Characteristics of Effective Learning: *Playing and exploring* – children investigate and experience things and have a go; *Active learning* – children concentrate and keep trying if they encounter difficulties and enjoy achievements; *Creating and thinking critically* – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime area of learning *PSE, CL* and *PD* underpin and are an integral part of all areas of learning.

Understanding the World Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Intent: Through our history curriculum we want our children to understand and respect the past whilst fostering their curiosity. We will do this in a relevant context to equip them with historical skills and the spirit of enquiry to prepare for future learning. Our curriculum contains a well thought out, relevant balance of local, national and global history.

Themes	A1 - Happy To Be Me A2 - Over The Rainbow		Sp1 - Tell Us a Story Sp2 - Help Is At Hand		S1 - If You Go Down To The Wood S2 - What a Wonderful World	
Learning Overview	We will talk to our grandparents and parents and think about how we've developed from a baby to a child. We will look at the job/roles of members of our families. We will share our weekend news and use the past tense correctly. We will look at an historical figure and event from the past. We will remember the story of Guy Fawkes and say why this was an important event. We will also reflect on Remembrance Sunday and begin to understand why some people do this.		We will look at farm machinery and think about how they are different to now. We will use a timeline to put things in order. We will think about how the passage of time changes the world around us. We will look at an historical figures and events from the past. We will look at how washing was done in the past. We will recall some traditional tales and understand they have been told many times before, and in different ways. We will learn about things from the past such as dinosaurs and understand they were alive in the past.		We will learn about things from the past such as pirates and understand they were alive in the past. We will look things from the past that are the same today. We will think about how the passage of time changes us all. We will refer to what we did in the past using the correct tense. We will think about what we would like to be when we grow up. We will look at an historical figures and events from the past.	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History Evidence in Floor Book We revisit knowledge and skills throughout the year	To use past tense when talking about their personal histories. To understand that time passes in sequential order. To comment on images of familiar situations in the past. To know about influential figures and discuss historical events that have happened in the past - Louis Braille	To talk about members of their family and the community and their roles (parents, fire people, vicars) To understand that events/celebrations take place at specific points of the year. To know about some familiar situations in the past (Christmas)	To compare farm transport and machinery and talk about how these have changed from the past. To know that the passage of time changes the world around us. To know about Traditional Tales and understand that they were first told long ago.	To know about influential figures and discuss historical events that have happened in the past - Mary Anning (palaeontologist) To know that we need to change what we do/wear in response to the passage of time.	To know about influential figures and discuss historical events that have happened in the past - Neil Armstrong, Tim Peake, Mae Jamison (astronauts) To look at old and new bears and understand the differences/similarities.	To know how I have changed as I look back over the school year. To talk about their future aspirations. To explore the life of Mary Read (pirate) To know that the passage of time changes us all.
History Sticky Knowledge Knowledge children	I know about my own life-story I know how I have changed from a baby I know that as I get	I know about some familiar situations in the past I know some celebrations / festivals and can say	I know which objects are from the past and which are modern. I know that some stories have been around for a long time and	I know words relating to time - old/new . I know some facts about people from the past - Mary Anning. I know that homes did not have	I know comparative language - same/different/similar I know that some toys in the past are similar	I know how I have changed as I look back over this year at school I know some facts about people from the past - Mary

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need to know by the end of every half-term.	older I can do different things. I know words relating to time today/yesterday/Tomorrow I know some facts about people from the past - Louis Braille	why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year). I know some facts about people from the past - Guy Fawkes,	that some are new.	washing machines	to toys today. I know some facts about people in the past - Neil Armstrong, Time Peake, Mae Jamison	Read.
Key vocabulary/ phrases	remember, routine, past, history, then, now, time, yesterday, today, tomorrow, sequence, growing, growth, timeline, chronology, life cycle	remembrance, celebration	before I was born, a long time ago, in the past, vintage	change, past, antique, old, new, prehistoric, modern, exist	comparison, similarity, difference, same	present, future, past
Our Curriculum Goal	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.					
ELG (End of the year only)	<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. 					
During KS1, children will learn	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • 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] • 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] • Significant historical events, people and places in their own locality. 					

EYFS history knowledge and skills linking to year 1

<p><u>Changes within living memory</u></p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Understand the ways I have changed.</p> <p>Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc.</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Talk about my favourite teddy and how it is similar/different/same as grandparents teddy</p> <p>Begin to understand that people didn't have washing machines in the family home. Talk about how they have changed as they look back over this year at school</p>	<p><u>Events beyond living memory</u></p> <p>Know about influential figures and discuss historical events that have happened in the past.</p> <ul style="list-style-type: none"> • Moon landing/space • Dinosaurs • Braille 	<p><u>The lives of significant individuals in the past</u></p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> • Neil Armstrong (US astronaut) • Tim Peak (UK astronaut) • Mae Jamison (first black woman to travel to space) • Mary Anning (palaeontologist) • Louis Braille (inventor)
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Our history journey through the year

Overview

History

-In History, we look at things that have happened in the past.

We look at the things humans have done in the past, to try and help us understand the present, and what may happen in the future.

In EYFS, we learn about the past and present through looking at our lives and the lives of family and friends.

Almost all of the early History learning can be found in 'Understanding the World', one of the 7 learning areas.



Changes over time

Humans go through life stages: baby, toddler, child, teenager, adult, old person

Other things change over time too. For example:

They can grow, shrink, decay and die;



Significant people



Neil Armstrong



Tim Peake



Mary Read



Louis Braille

Significant Events:

The Gunpowder Plot	5 th November 1605
Remembrance Day	11 th November 1918
The Moon Landing	20 th July 1969

To understand that events/celebrations take place at specific points of the year.

To know about influential figures and discuss historical events that have happened in the past.



To understand birthdays are celebrated to remember the day they were born.
To know about some familiar situations in the past



To understand how things have changed



To understand a horse and cart was used to farm in the past but now we use tractors.



Now

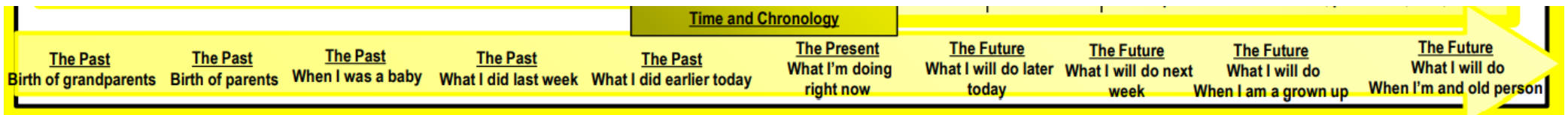


Then



To know harvest is a time to say thank you!
To know that we need to change what we do/wear in response to the passage of time.

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- Exploring baby photos and discussing how they have changed.
- Talking about our homes and what type of home we live in. Discussing what other homes look like around the world.
- Family photo's shared within class.
- Ordering daily routines and visual timetables.
- Recapping on 'yesterday's discussions/activities and relating this to 'past' events.
- People who help us - show photo's of emergency services now and in the past. Explore differences.
- Look at changes over time when exploring life cycles of chickens, butterflies and frogs.
- Talking about our favourite toys, our parent's favourite toys and our grandparent's favourite toys.
- Exploring how some buildings look older than others in our local area.
- Discussing how some things are old and some things are new.
- **Grandparent into school day - to share school experiences they had as a child with the children.**

- To know they have grown from a baby to a child.
- To use past tense when talking about their personal histories.
- To understand that time passes in sequential order.
- To know how I have changed as I look back over the school year.

Key Vocabulary

History

Past

Present

Future

Time

Family

Friends

Earth

Community

Environment

Continuous Provision

Our 'CHILD LED' History journey through the year

Through our continuous provision, children have the opportunity to explore and use a variety of resources that enable them to develop their curiosity about the past. Our provision includes small world resources such as: dinosaurs and dinosaur bones/fossils, trains and cars, washing in the past, sequencing pictures of baby to elderly, sequencing jigsaw puzzles, role-play, black board and chalk, as well as non-fiction and fiction books. The children also have the opportunity to explore precious artefacts such as old bears and toys.

Communication, and Language (Prime Area)		
0/3	3/4	R
	Use a wider range of vocabulary.	Learn new vocabulary.
Generally focus on an activity of their own choice.	Understand 'why' questions, like: "Why didn't they have a washing machine"?	Articulate their thoughts and ideas in well formed sentences.
Recognise and point to objects if asked about them.	Use talk to organise themselves and their play: "I'm going to scrub these clothes". "First I'm going to and then I'm...".	Use new vocabulary in different contexts.
	Develop their communication of tenses and plurals e.g. going/gone	Listen to and talk about selected non-fiction to develop a deep familiarity and new knowledge and vocabulary.
		Describe events in some detail.
		Listen to and talk about selected non-fiction to develop a deep familiarity with knowledge and vocabulary.

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Physical Development (Prime Area)		
0/3	3/4	R
Build independently with a range of appropriate resources. (old blocks)	Choose the right resources to carry out their own plan.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: chalk
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (building a home)	
	Use one-handed tools and equipment, for example. Pens, chalk. (creating a map)	
	Match their developing physical skills to tasks and activities.	
	Choose the right resources to carry out their own plan.	

Personal, Social, Emotional Development (Prime Area)		
0/3	3/4	R
Notice and ask questions about differences.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Show resilience and perseverance in the face of challenge.
	Develop their sense of responsibility and membership of a community.	Build constructive and respectful relationships
		Think about the perspectives of others.

Mathematics (Specific Area)		
0/3	3/4	R
Build with a range of resources. (old blocks)	Understand position through words alone.	Select, rotate and manipulate shapes (old blocks)
Compare sizes, weights etc using gesture and language.	Make comparison between objects relating to size, length, weight and capacity.	Compare length and capacity
	Select shapes appropriately.	Link the number symbol with its cardinal number value. (1 st - 1)
	Solve world mathematical problems	
	Describe a familiar route	

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	Discuss routes and location, using words like 'in front of' and 'behind'.	
	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'...	

Knowledge of The World (Specific Area)		
0/3	3/4	R
Explore materials with different properties.	Use all their senses in hands-on exploration of natural materials.	Explore the natural world around them.
Explore natural material, indoors and out.	Explore collections of materials with similar and/or different properties.	Describe what they see, hear and feel whilst outside
	Begin to make sense of their own life-story and family history.	
Make connections between features of their family and other families.	Talk about what they see, using a wide vocabulary.	
Notice differences between people.	Show interest in different occupations.	
	Continue developing positive attitudes about the differences between people.	
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	

Literacy (Specific Area)		
0/3	3/4	R
Add some marks to their drawings, which they give meaning to. (chalk, quills)	Use some of their print and letter knowledge in their early writing. For example, labelling an old toy.	Spell words by identifying the sounds and writing the sounds with letters.
Ask questions about a book. Make comments and share their ideas.		

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Expressive Arts and Design (Specific Area)		
0/3	3/4	R
Explore different material, using their senses to investigate them	Take part in pretend play, using an object to represent something else even though they are not similar.	Develop storylines in their pretend play.
	Make imaginative and complex small worlds with blocks.	