

## What an historian looks like in the EYFS

**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. Children benefit from having a range of personal Experiences, these help to develop 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.

**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. We aim to provide a relevant balance of local, national and global history.

Themes	A1 – All About Me A2 – Healthy Me		Sp1 – Winter World Sp2 – The World Beyond		S1 – The Growing World S2 - Travelling ... the world	
<b>Learning Overview</b>	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 remember the story of Guy Fawkes and say why this was an important event. We will also reflect on Remembrance Sunday and why we remember at this special time. (Harvest & Christmas Traditions & Seasonal changes)		We will look at space travel/rockets and think about how they are different 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 figure and event from the past. We will find out how Shrove Tuesday used to be celebrated and how our own families used to celebrate it. We will recall some traditional tales and understand they have been told many times before, and in different ways.		We will find out about the King (& Queen) We will look at objects old/new linked to our Home Corner & story book. (Peepo) We will learn about things from the past such as fossils and dinosaurs and understand that they were alive in the past. 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 how we have grown this year (link to PSED Jigsaw) and think about what it will be like to be in Year One and what we would like to be when we grow up.	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>  Evidence in Floor Book, displays,  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 talk about Harvest traditions.	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 know that the passage of time changes the world around us. To know that we need to change what we do/wear in response to the passage of time. To know about traditions linked to this time of year e.g. Shrove Tuesday and how we used to celebrate.	To compare and talk about how these have changed from the past. To know about influential figures and discuss historical events that have happened in the past – Neil Armstrong, Tim Peake, Mae Jamison (astronauts)	To talk about history of St. Georges Day. Celebrate and talk about Coronation Day, Kings and Queens. Explore objects from the past and compare to modern ones. Grandparents into school day and share a memory (and/or share a favourite story).	To know about influential figures and discuss historical events that have happened in the past – Mary Anning (palaeontologist) / Fossils. To explore the life of Mary Read (pirate) To know that the passage of time changes us all. To know how I have changed as I look back over the school year. To talk about their future aspirations.
<b>History Sticky Knowledge</b>	I can talk about past events in my own life: I know about my own life-story	I know about some familiar situations in the past	I know some facts about people from the past – Guy Fawkes, Neil Armstrong, Tim Peake.	I know comparative language – <b>same/different/similar</b>	I know which objects are from the past and which are modern.	I know how to sequence some events e.g. from my own life.

## What an historian looks like in the EYFS

Knowledge children need to know and revisit.	I know how I have changed from a baby I know that as I get older I can do different things. I know words relating to time e.g. <b>today / yesterday / tomorrow</b>	I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).		I know that some stories have been around for a long time and that some are new.	I know words relating to time – <b>old/new</b>	I know how I have changed as I look back over this year at school
<b>Key vocabulary/ phrases</b>	remember, routine, past, history, then, now, time, yesterday, today, tomorrow, sequence, growing, growth, timeline, life cycle	remembrance, celebration	before I was born, a long time ago, in the past	change, past, antique, old, new, vintage	comparison, similarity, difference chronology, ancient	prehistoric Present, ,future
<b>Our Curriculum Goal</b>	To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, <b>understand some differences between times and places.</b>					
<b>ELG (End of the year only)</b>	<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>					
<b>During KS1, children will learn</b>	<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, Ludlow Castle, Remembrance Day</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, Florence Nightingale and Henry Bulmer</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>					

# What an historian looks like in the EYFS

## 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;



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.

### Significant Events:

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

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

To know dinosaurs lived a long time ago.



To compare old and new objects linked to our Home Corner. Use comparative language when looking at eg. an old/new iron, an old/new kettle and an old/new baby bath.

### Key Vocabulary

History

Past

Present

Future

Time

Family

Friends

Earth

Community

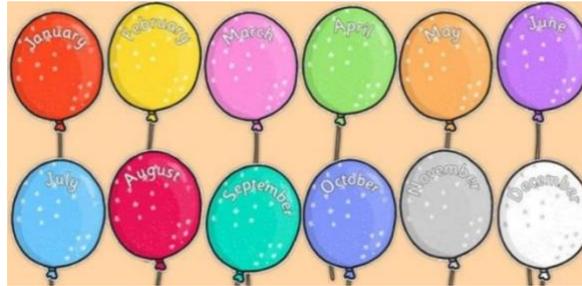
Environment

### Significant people



Neil Armstrong Tim Peake Mary Read

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

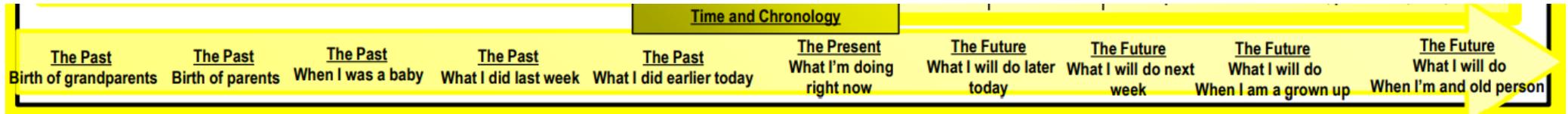


To know harvest is a time to say thank you!  
To know that we need to change what we do/wear in response to the passage of time.

To understand how things have changed



## What an historian looks like in the EYFS



Discussing how some things are old and some things are new.

Exploring how some buildings look older than others in our local area.

Discussing what happened next in story time.

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.

Grandparent into school day - to share school experiences they had as a child with the children. Read a child their favourite book.

Talking about our favourite toys, our parents favourite toys and our grandparents favourite toys.

Recapping on 'yesterday's' discussions /activities and relating this to 'past' events.

Family photos shared with the class.

People who help us - Show photos of emergency services now and in the past. Explore differences.

Ordering daily routines and visual timetables.

Ordering how to plant a seed or make a sandwich.

Look at changes over time when exploring life cycles of frogs and butterflies.