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 PSED, 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 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 – Let's Discover…Myself, Autumn** **A2 – Stories and Celebrations**		**Sp1 – Transport** **Sp2 – Excellent Eggs**		**S1 – Changes** **S2 - In a land far away…**	
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 recall some traditional tales and understand they have been told many times before, and in different ways. 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.		Through story we will look at different vehicles and compare old and new. We will think about how the passage of time changes the world around us. We will learn about things from the past such as dinosaurs and understand that they were alive in the past but are now extinct. We will learn about how we know about dinosaurs from fossils.		We will learn about ourselves and how we came into the world as babies and how we will grow and develop. We will create a 'Now and Then' timeline. 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 at how and where we holiday and compare holidays of now to the past.	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History Evidence on Tapestry and in learning journals 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 discuss the historical figure- Guy Fawkes and how events that happened have influenced us. 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 compare transport/machinery 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 know that dinosaurs lived a very long time ago, before humans and are now extinct.	To know that the passage of time changes us all. To know that a timeline shows events in chronological order. To talk about their future aspirations. To know how I have changed as I look back over the school year.	To identify holidays of the past and use correct tenses when recalling events. To compare how holidays have changed over the years.
History Sticky Knowledge	I know about my own life-story I know how I have changed from a baby	I know about some familiar situations in the past. I know words such as **history, past, a long time ago** describe events that have happened.	I know which objects are from the past and which are modern. I know words relating to time – **old/new**	To use vocabulary- **existed, extinct, alive, dead** to refer to past events.	I know comparative language – **same/different**	I know how I have changed as I look back over this year at school

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Knowledge children need to know by the end of every half-term.	I know that as I get older I can do different things. I know words relating to time **today/yesterday/ tomorrow**	I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).	I know some facts about people from the past – Guy Fawkes, God, Neil Armstrong, Tim Peake.			
Key vocabulary/ phrases	remember, routine, past, history, then, now, time, yesterday, today, tomorrow, sequence, growing, growth, timeline, chronology, life cycle	remembrance, celebration	antique, old, new, vintage,	change, past, life-cycle, prehistoric, before I was born, a long time ago, in the past	comparison, similarity, difference, present, future	
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)**	• 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	• 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		
<u>Changes within living memory</u> Begin to make sense of their own life-story and family's history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society. Talk about how they have changed as they look back over this year at school	<u>Events beyond living memory</u> Know about influential figures and discuss historical events that have happened in the past. • Guy Fawkes and the Gunpowder plot • Moon landing/space • Dinosaurs	<u>The lives of significant individuals in the past</u> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling. • Neil Armstrong (US astronaut) • Tim Peak (UK astronaut) • Mae Jamison (first black women to travel to space) • Mary Anning (palaeontologist)

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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;



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

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



To know dinosaurs lived a long time ago.





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

Key Vocabulary

History
Past
Present
Future
Time
Family
Friends
Earth
Community
Environment

Significant people

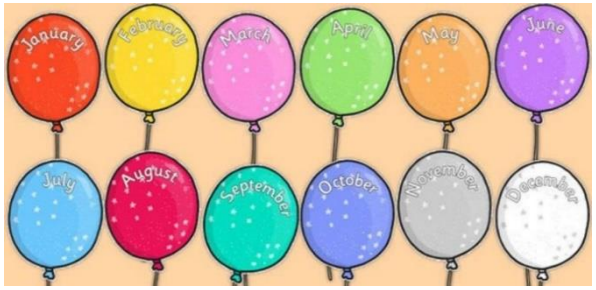






Neil Armstrong Tim Peake Mary Read

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



To understands 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

Time and Chronology

The Past	The Past	The Past	The Past	The Past	The Present	The Future	The Future	The Future	The Future
Birth of grandparents	Birth of parents	When I was a baby	What I did last week	What I did earlier today	What I'm doing right now	What I will do later today	What I will do next week	What I will do When I am a grown up	What I will do When I'm and old person

What an historian looks like in the EYFS

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

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

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

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

Ordering daily routines and visual timetables.

Exploring baby photos and discussing how they have changed.

Family photos shared with the class.

Discussing what happened next in story time.

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

Ordering how to plant a seed or make a sandwich.

Talking about our homes and what type of home we live in. Discussing what other homes look like around the world.

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