

History

EYFS – Areas of Learning







Understanding The World – Past and Present

Children at the expected level of development will: - 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.

National Curriculum – Key Stage 1 Subject Content

- 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 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Pre-School</u>	Nursery Rhymes 	Traditional Tales 	Into the Woods 	People Who Help Us. 	A Bugs Life 	Splash! 
<u>Reception</u>	Traditional Tales 	Bits & Bobs! 	A Long Time Ago... 	New Life 	Animals Around the World 	What a Wonderful World 

Layered Learning Opportunities, Experiences & Vocabulary covered in EYFS to prepare children for learning in KS1		
KS1 NC Content	Pre-School	Reception
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<ul style="list-style-type: none"> Human Timeline – Children bring in photographs of themselves with their families to create a 'Family Book' to be displayed in the Reading Area. Adults talk to children about who in their family is an adult & who is a child, who is younger & who is older than them etc. When reading the story of 'The Gingerbread Man' – children look at a human timeline & compare the child to the old lady. Old, child. Autumn 2. 	<ul style="list-style-type: none"> Human timeline – Children bring in photographs of themselves as babies & discuss how they have changed during their lives. Children are taught about the different stages of human growth and development & are able to talk about what they looked like & could do in the past, as well as what they might look like & might be able to do in the future. Children read the story 'The Naught Bus'; they talk about changes to transport now vs. in the past. They learn to name modes of transport from the past & can compare them to modes of transport used today. Spring 1. Wagon, penny-farthing, steam engine, horse & cart. Children read the story 'The Magic Toybox'; they compare toys from a long time ago to their favourite toys today. They have a go at playing traditional games which were played along time ago. Spring 1. Rag doll, marbles, whip & top, Jack in the box.
Events beyond living memory that are significant nationally or globally.		<ul style="list-style-type: none"> Dinosaurs – Children learn that dinosaurs lived in the past & are now extinct. They compare what life was like when dinosaurs were alive Vs now. Children explore fossils and use malleable materials to create their own. Fossil, extinct, prehistoric, palaeontologist. Spring 1.

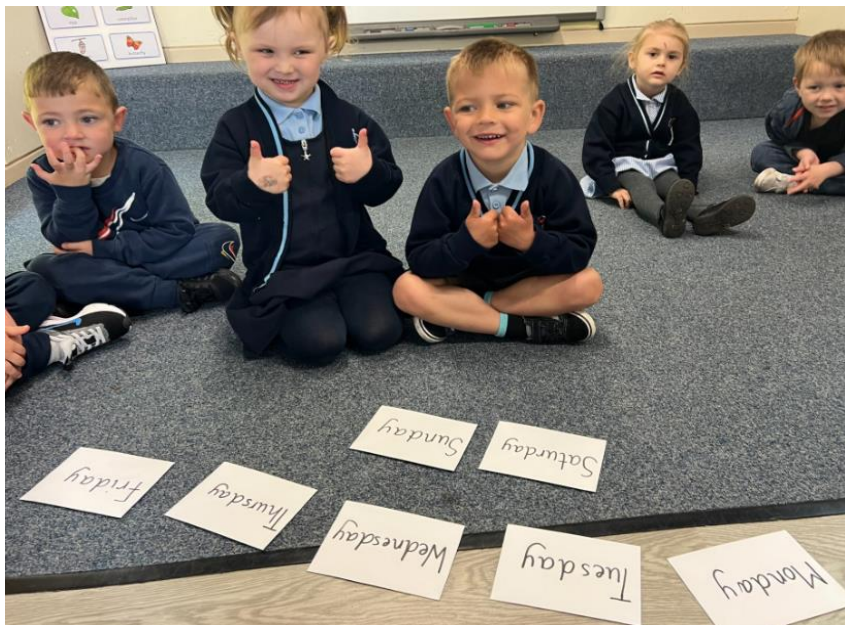
<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<ul style="list-style-type: none"> Children learn about rockets & how they are used to fly to the moon. They are introduced to Neil Armstrong and learn that he was the first man to walk on the moon. Autumn 2. Moon, rocket, space, gravity, astronaut, force. Children learn about the importance of caring for our planet. They are introduced to David Attenborough & learn about the work he has done in relation to climate change & animals. Summer 2.
<p>Significant historical events, people and places.</p>	<ul style="list-style-type: none"> Children take part in the whole school 'Remembrance Week' – they learn that there was a war & that we wear a poppy to remember the soldiers. Autumn 2. Bonfire Night, firework. Children mark Bonfire Night by learning about fireworks & listening to the story of Guy Fawkes. Autumn 2. Children celebrate Diwali & Chinese New Year; they learn about the importance of these historic events. Autumn 2 & Spring 2. Children learn about the Royal Family. They mark national days e.g. King Charles' Coronation. 	<ul style="list-style-type: none"> As part of 'Remembrance Week' children learn that there was a war in our country. Children learn about the poppy fields. Children learn that Remembrance Day is on November 11th every year. Autumn 2. November 11th, remembrance. Children mark Bonfire Night by learning about fireworks & listening to the story of Guy Fawkes. They are able to talk about the Gunpowder Plot. Autumn 2. Bonfire Night, Guy Fawkes. Children celebrate Diwali & Chinese New Year; they learn about the importance of these historic events. Autumn 2 & Spring 2. Children learn about to name members of the Royal Family. They mark national days e.g. King Charles' Coronation.

EYFS – National Curriculum Progression Document – History



Additional content.	<ul style="list-style-type: none">After reading the story of 'The Hungry Caterpillar', the children name & sequence the days of the week. Summer 1.	<ul style="list-style-type: none">Days of the week & basic timelines –Children learn to say which day becomes before/after a given day.
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