



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

The EYFS Statutory Framework says for Understanding the World:

“Understanding the World 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.”

The most relevant statements for history are taken from the following area of learning: Understanding the World

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.

Also, relevant **Communication and language Speaking:**

Children at the expected level of development will:

- Participate in small-group, class and one-to one discussion, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Teacher should be understood to refer to any practitioner working with the child.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Family history Who is in my family?
(KU- Past and Present)
Remembrance Day



Substantive knowledge to be explicitly taught (knowledge about the past)		Making connections/How knowledge will be built upon	
<ul style="list-style-type: none"> • Children can talk about who is in their family and create a family tree. • Children can talk about what they do as a family. • Children know that there are lots of different types of families. • Children can discuss simple changes that have happened to them since they were a baby. • Children can arrange pictures in chronological order. • Children can discuss the life of their grandparent. • Use photographs to explain similarities and differences between past and present • Children know about the symbol of the poppy for Remembrance Day. 		<p>Refer to teacher’s visit to their home before they started to school.</p> <p>This prepares children well for Key Stage 1 where the requirements of the Key Stage 1 National Curriculum for history state that: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.</p> <p>Year 1 – My Family History</p>	
Substantive Concepts <small>concepts that children will come across repeatedly throughout their education in history</small> Highlighted concepts covered in unit		Vocabulary	
Leadership, agriculture, migration, civilisations, childhood , worship, society, equality		<p>Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, oldest, newest, timeline, parent, grandparent, clue, memory, remember, lifetime, Who? What? Museum</p> <p>Family, grandparents, Grandma, Grandad, Grandpa, Nana, sister, brother, auntie, uncle, growing up, change, birthdays, today, yesterday, tomorrow, old, new, homes, Remembrance Day.</p>	

Farming in the past
(KU- Past and Present)



Substantive knowledge to be explicitly taught (knowledge about the past)

- Children can make comparisons between farming in the past and farming now through observation. (Photographs, books, film)
- Children can comment on images of farming in the past to explain similarities and differences between past and present
- Children can read and discuss traditional farm tales such as Little Red Hen, sequencing pictures in chronological order
- Children can remember and discuss an experience.
- Children can decide if an object is old or modern.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Making connections/How knowledge will be built upon

This prepares children well for Key Stage 1 where the requirements of the Key Stage 1 National Curriculum for history state that: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

Year 1 – My Family History
Year 1 – Great Inventions

Substantive Concepts

concepts that children will come across repeatedly throughout their education in history **Highlighted concepts covered in unit**

Leadership, **agriculture**, migration, civilisations, childhood, worship, society, equality

Vocabulary

Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, oldest, newest, timeline, parent, grandparent, clue, memory, remember.

Farm, farmer, horses, cows, pigs, sheep, goats, ducks, chickens, crops, hay, milk, wheat, seeds, eggs, barn, feeding, field, paddock, cattle, sheepdog, harvester, tractor, lambs, piglets, chicks.

Fairy tales, story, a long, long time ago, make-believe

The Royal Family
(KU- Peoples and Communities)



Substantive knowledge to be explicitly taught (knowledge about the past)

- Know who is in our Royal Family.
- Know the role of the monarch.
- Children think about what makes a 'good' monarch and create their own rules as if they were the monarch.
- Children can talk about the lives of people around them and their roles in society
- Children can arrange daily events in chronological order
- Using stories, children will explain similarities and difference between past and present, finding out about who lived in castles. What was it was like to live in a castle?
- Use photographs to explain similarities and differences between past and present

Making connections/How knowledge will be built upon

This prepares children well for Key Stage 1 where the requirements of the Key Stage 1 National Curriculum for history state that: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms.

- Knowledge of Egyptian monarchs (Y4), Ancient Greek monarchs (Y6), Maya monarchs (Y6)

Substantive Concepts

concepts that children will come across repeatedly throughout their education in history **Highlighted concepts covered in unit**

Leadership, agriculture, migration, civilisations, childhood, worship, society, equality

Vocabulary

Today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, oldest, newest, timeline, parent, grandparent, clue, memory, remember, lifetime, Who? What? Museum

King, Queen, Prince, Princess, monarch, Royal, reign, portrait, King Charles III, Queen Elizabeth II, Fairy Tales, castles, knights, princess, prince, traditional tales,