

## History in the EYFS Curriculum Overview

<b>EYFS</b>	<p><b>Theme: Me and My Family / Into the Woods</b></p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none"> <li>• Nursery: To talk about their immediate family and their role in the family.</li> <li>• Reception: To know about their own life story and know how they have changed.</li> <li>• Reception: To know some similarities and differences between things in the past and now.</li> </ul> <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none"> <li>• To name the different members of their immediate family.</li> <li>• To know that they have grown and can do more now than before.</li> <li>• To know that anything that happened before today is the past.</li> <li>• To know that people from the past made a difference to our lives. To understand what the symbol of a poppy is.</li> </ul>	<p><b>Theme: Winter Wonderland/Once upon a time</b></p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none"> <li>• Nursery: Share past family experiences.</li> <li>• Reception: Talk about the lives of people around them.</li> <li>• Reception: Talk about past and present events in their life and what has been read to them</li> </ul> <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none"> <li>• To recognise special events and celebrations e.g. birthdays, Christmas etc.</li> <li>• To know that there is a chronology of their year in school.</li> <li>• To name some occupations.</li> <li>• To talk about the lives of people around them and their roles in society.</li> </ul>	<p><b>Theme: Gardens and Growing/ Let's Go on an Adventure</b></p> <p><u>Links to EYFS Development Matters</u></p> <ul style="list-style-type: none"> <li>• Nursery: Share and understand how they have grown and changed.</li> <li>• Reception: To know about the past through settings, characters and events.</li> </ul> <p><u>Substantiative knowledge covered:</u></p> <ul style="list-style-type: none"> <li>• Retell stories using vocabulary: first, then, next, last etc.</li> <li>• To compare and contrast characters from stories, including figures from the past.</li> <li>• To look back over the year and comment on different experiences.</li> <li>• Compare and contrast past and present.</li> <li>• To understand that the future is what comes next.</li> </ul>
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	<p><b><u>Spontaneous Learning Opportunities for Science in the EYFS may include:</u></b></p> <ul style="list-style-type: none"><li>• Sharing books about the weather, the human body, the world, growing etc.</li><li>• Noticing and talking about the changing seasons.</li><li>• Exploring floating and sinking in the water tray.</li><li>• Encouraging awe and wonder about the natural world.</li><li>• Exploring freezing and melting during Winter weather.</li><li>• Providing scientific invitations to play e.g. dark den, magnets, light sources etc.</li><li>• Exploring how things work and change. Making predictions about what might happen.</li><li>• Talking care of plants and providing gardening opportunities in the outdoor area and through forest school activities.</li><li>•</li></ul>		
	<p><b><u>Early Learning Goals linked to History</u></b></p> <p><b><u>Understanding of the World: Past and Present</u></b></p> <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li><li>• Know some similarities and difference 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> <p><b><u>How History looks in KS1</u></b></p> <ul style="list-style-type: none"><li>• Developing an awareness of the past, using common words and phrases relating to the passing of time.</li><li>• Knowing where the people and events they study fit within a chronological framework.</li></ul>		

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- Identifying similarities and differences between ways of life in different periods.
- Using a wide vocabulary of everyday historical terms.
- Asking and answering questions, choosing and using parts of stories and other sources to show they understand key events.
- Understanding some of the ways in which we find out about the past.

Pupils should be taught about:

- Changes within living memory.
- Significant events nationally or globally that are beyond living memory.
- The lives of significant individuals in the past
- Who contributed to national or international achievements. Significant historical events, people and places in their own locality.