

Learning Journey: History

The Early Years Foundation Stage is the bedrock of our curriculum, preparing children for the learning journey ahead. Within a nurturing and play-based EYFS environment, children will learn basic and transferable skills; absorb relevant knowledges and grow in maturity, as well as developing a thirst for learning.

History

How does science in the EYFS prepare children for future learning?

In planning and guiding what children learn, we reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning:

Playing and Exploring: children investigate and experience things, and 'have a go'

Active Learning: children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake

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 Areas of Learning** (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas, including history.

EYFS Understanding the World Programme (Statutory)

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.

Early learning Goals (statutory): Past & 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, where appropriate, these should be used to reveal aspects of change in national life.

History

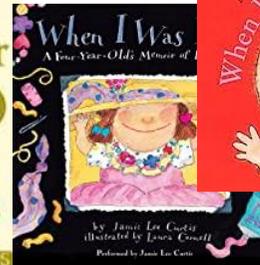
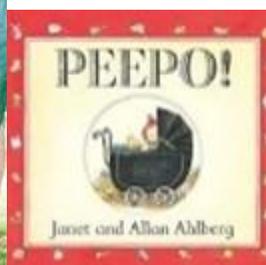
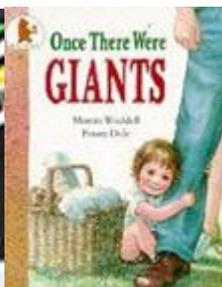
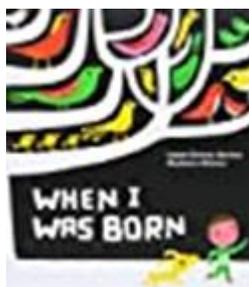
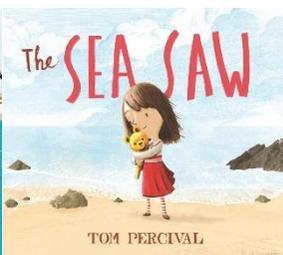
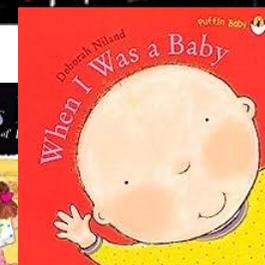
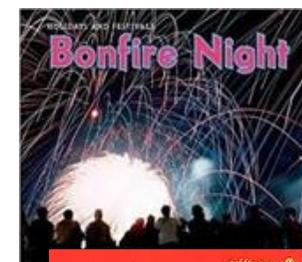
The EYFS Experience

Changes Within Living Memory	Events Beyond Living Memory	The Lives of Significant People in the Past	Significant Historical events People & Places in their own Locality
<p>Look at pictures of themselves now and themselves as babies, and talk about how they have changed. N &R</p> <p>Learn about families – children, parents, grandparents – and relate to the past, eg parents were once babies, then children etc. N</p> <p>Talk about their family and learn about the families of others, by asking questions or make comments. Share and talk about pictures of their family. N</p>	<p>Compare things in the past and now, linked to our topics (eg emergency vehicles, houses, space rockets etc). Toys -R Summer 1</p> <p>Explore pictures, stories, artefacts and accounts from the past, explaining similarities and differences. (Artists - Nursery throughout the year)</p> <p>Opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Share texts, images, and tell oral stories that help children develop</p>	<p>Learn the names of some significant people from the past, such as Mae Jemison, Guy Fawkes (linked to our topics in Year 1 & 2).</p> <p>Explore with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Look at images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Talk about experiences that are familiar to them and how these may have differed in the past.</p>	<p>Learn about an aspect of local community.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Begin to understand the reasons why certain festivals are celebrated in the UK because of events in the past such as Bonfire Night, Chinese New Year R - Autumn 1 and 2</p> <p>Begin to understand some similarities and differences</p>

<p>Using examples from real life and from books, children experience many different families. N</p> <p>Share texts, images, and oral stories that help children develop an understanding of the past and present (Old Bear Story Spring 1 Nursery)</p>	<p>an understanding of the past and present</p>	<p>Opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Experience fictional and non-fictional characters from a range of cultures and times in storytelling</p>	<p>between things in the past and now such as seaside holidays R</p>
--	---	---	--

**Development Matters (non-statutory guidance)
Great ideas for school and home**

- ✓ Spend time with children talking about photos and memories
- ✓ Talk about members of their immediate family and community.
- ✓ Name and describe people who are familiar to them.
- ✓ Encourage children to retell what their parents have told them about their life-story and history
- ✓ Visit a local area that has historical importance
- ✓ Share pictures, stories, artefacts to develop an understanding of the present and past



Assessment: are we ready for the next step in our learning journey?

- Can children talk about the lives of the people around them and their roles in society?
- Can they talk about what's the same and what's different between things in the past and now?
- Have children shown an understanding of the past and present?
-

Vocabulary

Today, yesterday, tomorrow, present, past, future, when I was little, when I was a baby, toddler, child, adult, remember, long ago, order, sequence, old, new, then, now, first, last
Festivals, Halloween, All Hallows Eve, Bonfire night, Festival of light, Guy Fawkes, King James 1, Gunpowder plot, treason, history, tradition, China, Chinese, celebrations, cultures, Great Wall, heritage

Early learning Goals (statutory)
Past and Present ELG

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