

## History in EYFS

Foundation Stage history is part of the national curriculum's learning objectives for developing children's understanding of the world, so they will learn through experiences that introduce the concept of time and change.

Children may be asked 'What happened next?' after reading a story or looking at other sequences of events, such as getting dressed, planting a seed or making a sandwich. A popular focus is to get children to bring in photographs of themselves as babies and to discuss how they have changed over time.

Children will also explore patterns and routines and may be given opportunities to take part in events to celebrate time such as teddy bear time line and commemorate events as a whole school eg VE celebrations. It's common for children to be encouraged to record their findings by drawing or writing.

History is taught through the Specific Area, **Understanding the World**, and is made up of 3 aspects, The World, People and Communities and Technology.

Through carefully planned activities, chosen by us, activities based around the interests of the children and children working and exploring independently they will develop their historical knowledge.

Below are the statements for Specific Area of the EYFS curriculum, **The World**. Through carefully planned activities, chosen by us, and activities based around the interests of the children they will develop their historical knowledge.

### 30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. [SEP]
- Can talk about some of the things they have observed such as plants, animals, natural and found objects. [SEP]
- Talks about why things happen and how things work. [SEP]
- Developing an understanding of growth, decay and changes over time. [SEP]
- Shows care and concern for living things and the environment. [SEP]

### 40-60 months

- Looks closely at similarities, differences, patterns and change.

### Early Learning Goal

- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. [SEP]

### Exceeding

- Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Below are the statements for Specific Area of the EYFS curriculum, **People and Communities**. Through carefully planned activities, chosen by us, and activities based around the interests of the children they will develop their historical knowledge.

#### 30-50 months

- Shows interest in the lives of people who are familiar to them. <sup>[L]</sup><sub>[SEP]</sub>
- Remembers and talks about significant events in their own experience. <sup>[L]</sup><sub>[SEP]</sub>
- Recognises and describes special times or events for family or friends. <sup>[L]</sup><sub>[SEP]</sub>
- Shows interest in different occupations and ways of life. <sup>[L]</sup><sub>[SEP]</sub>
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. <sup>[L]</sup><sub>[SEP]</sub>

#### 40-60 months

- Enjoys joining in with family customs and routines.

#### Early Learning Goal

- Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### Exceeding

- Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.

## Reception ~ Year Overview

Below are our topics for the year and the probable objectives covered in each topic, alongside these already decided topics the children choose activities that interest them.

We also have many ongoing activities, which develop the children's historical skills independently e.g. jigsaws that promote ordering of events.

### Autumn 1

#### **Myself and my family**

(The World ~ 30-50 Developing an understanding of growth, decay and changes over time.

The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

People and Communities 30-50 ~ Shows interest in the lives of people who are familiar to them)

#### **Minibeasts**

### Autumn 2

#### **PWP We're Going on a Bear Hunt**

#### **Visit Riverside Organics farm**

(The World ~ 40-60 Looks closely at similarities, differences, patterns and change.)

#### **NF Recount of our trip to Riverside Farm**

#### **Bears and Christmas/Teddy Bear Week**


(The World ~ 30-50 Developing an understanding of growth, decay and changes over time.

The World ~ 40-60 Looks closely at similarities, differences, patterns and change.)

### Spring 1

#### **PWP Little Red Hen**

#### **Visit Bunbury Mill**

(The World ~ 30-50 Talks about why things happen and how things work. 

The World ~ 30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

The World ~ 30-50 Developing an understanding of growth, decay and changes over time.

The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

People and Communities ~ 30-50 Shows interest in different occupations and ways of life.)

#### **NF How to make bread**

(The World ~ 30-50 Developing an understanding of growth, decay and changes over time.

The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

The World ~ ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

#### **People who help us visit from lollipop lady, nurse, doctor, dentist, and librarian**

#### **Superhero Week**

## Spring 2

PWP The Very Hungry Caterpillar

Visit Tesco

NF Shopping list

Growth and Life Cycles

(The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

The World ~ ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

Dinosaur Week

(The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

The World ~ ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

## Summer 1

PWP Dear Zoo

Visit Chester Zoo

(The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

The World ~ ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

NF Recount of our trip to Zoo

Animals

(The World ~ 40-60 Looks closely at similarities, differences, patterns and change.

The World ~ ELG They make observations of animals and plants and explain why some things occur, and talk about changes.)

Enhancement Week (children to choose)

## Summer 2

PWP At the End of the Rainbow

Visit Llandudno, walk to Moss Farm park

NF Our Class Trip to the Beach

Weather/Pirate Week/Beach environment

(The World ~ ELG Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The World ~ EXC They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.)