



History in our EYFS

Early Years Statutory Framework: Educational Programme
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 economically 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.

Linked Early Learning Goals:

Past and Present: Talk about the lives of the people around then and their roles in society. Know some similarities and differences between the 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.

By the end of our EYFS Learners will:

Be Heroic Historians:

- Knowing about and discussing past events in their own life and in the lives of their family members;
 - Knowing that we all have our own individual family background;
- Knowing that we celebrate certain events, such as bonfire night, because of what happened in the past;
- Knowing the significance of special occasions which have happened in the past and are planned to happen in the future.
- Knowing and accurately using a range of words and phrases: *old, new, today, tomorrow, yesterday, soon, when I was a baby, in the summer/winter, before and after* to describe the passing of time;
 - Know how old they are and that they get older each year;
- Knowing where on a timeline to sequence events in favorite stories, events and their own experiences;
- Knowing how to talk about and describe objects, pictures and photographs based upon observations;
 - Knowing some questions to ask of evidence: What is happening? Why?

A taste of History in action...

Sharing our baby photos and discussing differences between then and now, using vocabulary such as younger and older.

Using Tapestry to share photographs from things that we have experienced in the past, such as family holidays, and talking about our memories from these events.

Displaying family photographs in our home corner to enable children to reflect on and talk about, their individual family backgrounds.

Sharing stories and short animations to learn about significant events from the past.

Recording memories of prior school experiences through speech bubbles attached to display photos, alongside regular opportunities to recall prior knowledge previously recorded in our class floor-book.

Awareness that there is historical context behind certain events we learn about in school, such as bonfire night and Remembrance day.

Displaying our birthdays in order through photographs. Drawing attention to which children are the oldest and youngest, whose birthday is next and whose has been most recently.

Using a visual timetable each day to visually represent what has already happened and what is going to happen next.

Using story-times to regularly draw reference to the beginning, middle and end of a story. Asking children to predict future events in the story or recall knowledge of things that have already taken place.

Displaying significant events from our learning journey on a timeline within our classroom.

Drawing on our unique, previous experiences to inspire our future ideas when learning through play.