

History in the EYFS 2022 onwards

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...	History in KS1
<p>Reception:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past. 	<p>Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between families, different religious and cultural communities, cultures and traditions. 	<p>Autumn Term: <i>All about me:</i></p> <ul style="list-style-type: none"> • Discussing our families, recounting fun family experiences in our past. • Thinking about changes in our life as we grow and get older. • Look at our school rounds and the history/changes within our school. • Look at how homes have changed over time. Compare own homes to those from the past. • Find out about Florence Nightingale and compare how hospitals have changed. <p><i>Toys:</i></p> <ul style="list-style-type: none"> • Explore, compare and contrast toys past and present • Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys. • Recount experiences of Christmas and toys received • Watch and compare children's television: Muffin the Mule, Rainbow and programmes seen by children today. <p><i>Seasonal changes – Autumn:</i></p> <ul style="list-style-type: none"> • Exploring school's grounds and observing seasonal changes over time. <p><i>Festivals:</i></p> <ul style="list-style-type: none"> • Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle. <p>Spring Term: <i>Seasonal Changes – Winter & Spring:</i></p> <ul style="list-style-type: none"> • Exploring schools' grounds and observing seasonal changes in the winter/spring. <p><i>Space:</i></p>	<p>Knowledge:</p> <ul style="list-style-type: none"> • I know about my family and where I was born. • I know that as I get older, I can do different things. • I know that my Grandparents are my Mum and Dads parents. • I know that things have changed since my Mum and Dad were little. • I know which objects are from the past and which are modern. (toys / home artefacts) • I know some facts about people from the past – Guy Fawkes, Florence Nightingale, Neil Armstrong, Mary Anning. • I know that some stories have been around for a long time and that some are new. • I know that families celebrate in different ways. • I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year). <p>Vocabulary:</p> <ul style="list-style-type: none"> • Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, Guy Fawkes. 	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p>Events beyond living memory that are significant nationally or globally</p>

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		<ul style="list-style-type: none"> • Exploring the art of Vincent Van Gogh – A Starry Night • <i>Compare stories – modern and traditional.</i> <p><i>Spring Festivals</i></p> <ul style="list-style-type: none"> • Explore festivals and family traditions from different cultures inc: Easter and Holi • Exploring family traditions of Shrove Tuesday • Explore the festival and family traditions of Chinese New Year <p><u>Summer Term:</u></p> <p><i>Dinosaurs:</i></p> <ul style="list-style-type: none"> • Exploring the life of Mary Anning • Recounting the extinction of the dinosaurs using non-fiction texts. <p><i>Pirates:</i></p> <ul style="list-style-type: none"> • Compare modes of travel on the sea. <p><i>Around the world:</i></p> <ul style="list-style-type: none"> • Recount and share family experiences of holidays abroad • Talk about how holidays have changed over time. • Recount and share family experiences of holidays in the UK. • Look at a victories holiday. <p><i>Dinosaurs:</i></p> <ul style="list-style-type: none"> • Exploring the life of Mary Anning • Recounting the extinction of the dinosaurs using non-fiction texts. <p>General learning throughout the year:</p> <ul style="list-style-type: none"> • Through interactions talking about what they did yesterday, last week, last year. • Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. 		
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