

What History looks like in the Early Years at Stanton



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events as well as the interests of the children.

The EYFS Statutory Framework for **Understanding the World** states that:

“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, 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.”



History		
Nursery (3 & 4 year olds)	Understanding the World	Begins to make sense of their own life story and family’s history
Reception	Understanding the World	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past
ELG	Understanding the World	Past and Present 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

Historical Skills		
	Nursery	Reception
Chronological Understanding	<p>I can talk about my own immediate family.</p> <p>I am gaining an understanding about the passing of time (night and day and the passing of time during the school day)</p> <p>I can sort then and now pictures</p> <p>I am beginning to understand and use past tense plurals correctly and vocabulary that relates to the passing of time.</p>	<p>I can talk about my own family and know how they are similar / different to others</p> <p>I am developing an understanding of how things were different in the past and know things that happened before I was born</p> <p>I can place people and events onto a simple chronological timeline</p> <p>I can use simple language that relates to the passing of time</p>
Historical Enquiry	<p>I can ask questions about my own immediate community and environment to extend my knowledge</p> <p>I can begin to understand 'how' and 'why' questions</p> <p>I can use artefacts in my play and I am beginning to understand that some are old and some are new (e.g telephones)</p>	<p>I know that some things are from the past and were used before I was born (e.g telephone, quill, old bicycle)</p> <p>I am able to answer 'how' and 'why' questions</p> <p>I can ask simple questions about artefacts</p>
Historical Interpretation	<p>I can make sense of my on life story and family's history through photographs, stories and role-play</p>	<p>I am beginning to identify ways in which the past is represented through artefacts, photographs and stories</p> <p>I can sort artefacts and photographs from the past and present</p>
Continuity and Change in and between periods	<p>I can identify similarities and differences between my own family and others</p>	<p>I can identify some similarities and differences between things in the past and present</p>
Cause and Consequence	<p>I know that there are consequences to my own behaviour</p>	<p>I can talk about my own behaviour and know how this impacts on others</p>
Significance of Events and People	<p>I can remember and talk about significant events in my own life (e.g birthday)</p>	<p>I can talk about how the lives of my parents / grandparents were different than today</p> <p>I know that events of the past have impacted celebrations and events today (e.g Christmas)</p>

Vocabulary		
today	yesterday	tomorrow
the present	the past	the future
day	week	month
long ago	old	new / recent
parent	grandparent	Great grandparent
clue	memory	lifetime
calendar	Who?	What?
materials	plastic	remember

motivate, educate, nurture