

## Low Ash Primary School: History in Early Years

|                         | 3 & 4-year-olds will be learning to:                                                                                                                       | Children in Reception will be learning to:                                                                                                                                                                                            | ELG (Early Learning Goal)                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Communication           |                                                                                                                                                            |                                                                                                                                                                                                                                       | <u><b>Speaking</b></u> <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>                                                                                                                                                        |
| Maths                   | <ul style="list-style-type: none"> <li>Begin to describe a <b>sequence</b> of events, real or fictional, using words such as 'first', 'then...'</li> </ul> |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Understanding the World | <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> </ul>                                        | <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the <b>past</b>.</li> <li>Discuss <b>similarities and differences</b> between characters from stories, including figures from the past.</li> </ul> | <u><b>Past and Present</b></u> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some <b>similarities and differences</b> between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |

### Links from History in EYFS to Key Stage 1

| Links from History in EYFS to Key Stage 1 |                                                                        |                                                                                                                                       |
|-------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
|                                           |                                                                        | How this is begun in Early Years                                                                                                      |
| Year 1                                    | Who's our Monarch?<br>What was life like 100 years ago?<br>Jowett Cars | Castles/Kings/Queens (Reception)<br>All about me and my Family (Nursery & Reception)<br>Local Area (Reception)<br>Transport (Nursery) |
| Year 2                                    | Explorers<br>Florence Nightingale<br>Great Fire of London              | Explorers in Space (Reception)<br>Nurse Visit/Medical Role Play<br>Fire Fighters Visit                                                |

| How this is achieved in EYFS |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary                                                                                                                                                                          | Disciplinary vocabulary                                                                |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Nursery                      | <b>General learning throughout the year:</b> <ul style="list-style-type: none"> <li>Visual timetable to be completed daily and talk about now, next, first, then, after etc</li> <li>Sequencing daily events</li> <li>Bring in family photos and talk about who they are and what they were doing in the picture</li> <li>Family events that have already happened</li> <li>Family celebrations</li> <li>Sequencing baby, child, adult - talk about changes and what you can do at each stage</li> <li>Talks from Grandparents</li> <li>Talk about how we change and how our family changes over time.</li> <li>May Day Parade</li> <li>Dinosaurs (fossils/What's under the ground/caves)</li> <li>Nativity</li> </ul> | Mother/Father/Brother/Sister/<br>Aunty/ Uncle/ Grandad/<br>Grandmother (Year 1 - What<br>was life like 100 years ago)<br><br>Step/ family/ related/<br><br>celebrate<br><br>Extinct | Now, next, after, before, first,<br>then, past, present<br><br>Different, same, change |

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| Reception | <b>General learning throughout the year:</b> <ul style="list-style-type: none"> <li>Visual timetable to be completed daily and talk about now, next, first, then, after etc</li> <li>Family History and events - recalling events from the past (weekend, holidays, prior to starting school, holidays) etc</li> <li>Guy Fawkes and the Gunpowder Plot - Look at pictures of clothing - compare to the clothing now.</li> <li>Remembrance Day - remembering the soldiers who fought in the War - why we have poppies</li> <li>Find out about figures from the Past: Neil Armstrong (first man on the Moon), Helen Sharman (first British person to go to space) and Tim Peake (first British astronaut to visit the International Space Station), St George (and the Dragon), Queen Elizabeth II, King Charles III</li> <li>Look at castles and how people used to live</li> <li>Learn about people's roles in society (fire, police etc) Invite parents/friends into school</li> <li>Look at a record player from the past and compare to a smart speaker from the present, toilets in a castle to toilets now!</li> <li>May Day Parade</li> <li>Possible visit to Skipton Castle</li> <li>Nativity</li> </ul> |  | Now, next, after, before, first, then, past, present<br>Mother/Father/Brother/Sister/Aunty/ Uncle/ Grandad/ Grandmother<br>Step/ family/ related/ Same/ different<br>celebrate<br>Different, same, change<br>Historical figure names<br>Past, Present, tradition<br>Monarchy, King, Queen, Coronation, Palace, throne<br>Jobs, work, serve, community<br>Parts of a castle (turret, rampart, skirt, tower, drawbridge, portcullis, moat, battlements)<br>Treason, gunpowder, barrels, cellar, guards, Parliament, London<br>War, fighting, poppies, peace, freedom |
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#### Books and Stories used for History in EYFS

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|-----------|----------------------------------------------------------------------------------------------------------|
| Nursery   | The Train Ride<br>Trip to Grandpa's<br>100 Decker Bus<br>The cat, the mouse and the Train<br>Family Book |
| Reception | When there were Giants<br>Castles (Traditional Tales)                                                    |

|  |               |
|--|---------------|
|  | Helen Sharman |
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