

EYFS Curriculum Pathway – History

Our EYFS Curriculum Pathway to KS1 builds on pupils’ past knowledge and prepares them well for the learning that is to come in KS1.

The most relevant early years outcomes for History are taken from the following areas of learning:

- Understanding the World
- Communication and Language

Our approach to the History Curriculum in Early Years Foundation Stage

To develop historical knowledge and early historian skills in EYFS we extend the children's learning and understanding of themselves and the world around them. By the time children are in Reception they are increasingly aware of the changes in routines during different times of the day and are developing an understanding of the seasons of the year. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:

- Beginning to use historical based language – language associated with the passage of time;
- A sense of uniqueness and of belonging to a community;
- Developing a sense of historical enquiry;
- Comparison and contrast, similarity and differences, variety;
- Historical narrative and sequence and a sense of chronology and duration;

There are certain key ideas which are important that children of all ages and abilities acquire, namely:

- That times passes in sequential order;
- That there are key vocabulary associated with the passage of time;
- That time changes us all.

History

	A Unique Child	What this looks like at Ryton Federation
To build an overview of world history	<p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p> <p>To show interest in different occupations and ways of life.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy.</p> <p>We read stories that introduce a sense of time and people from the past.</p> <p>During celebrations children are introduced to people from the past. E.g. Guy Fawkes, St George.</p>

<p>To understand chronology.</p>	<p>To show interest in the lives of people who are familiar to them</p> <p>To develop an understanding of growth, decay and changes over time.</p>	<p>In Nursery and Reception we introduce children to simple pictorial timelines and now and next boards. We use a visual timeline which support children’s leaning and independence as well as illustrating the passing of time and is used as a key tool for using language in a range of tenses and introducing key vocabulary around ‘time’.</p> <p>In addition to the daily ‘timeline’ we have a weekly time line – illustrating things happening through the week – through this children develop the concept of time that is a week, an embedded, effective, consistent daily and weekly routine supports this awareness of time and historical learning as it is repeated, predictable and provides opportunities for over learning. We discuss this daily and weekly timetable in message board time where daily, meaningful opportunities for all areas of the curriculum are seized.</p> <p>By asking ‘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, children explore the idea of patterns and routines. We encourage children to record their findings by drawing or writing.</p> <p>We introduce the skill of sequencing and start with very simple daily events moving on to remembering and sequencing stories. Children go from sequencing just 2 pictures to sequencing sometimes over 5 pictures of known stories. Not only does this help them to learn the pattern of stories but it also helps them understand the passing of time in a more abstract way. Stories such as “Once There Were Giants” by Martin Waddell are used to exemplify human growth and change.</p> <p>During the spring and summer, children observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time. Moving on from, and applying their learning from learning about change in humans.</p> <p>When we are out in our community we encourage the children’s awareness of historical features in the area they live by pointing out how some buildings look older than others. They find it very interesting when they learn that there used to be a swimming pool in their local park and often ask to see a photograph and want to ask questions about it.</p>
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<p>To communicate historically</p>	<p>To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.</p> <p>To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>To talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>To talk about past and present events in their own lives and in the lives of family members.</p>	<p>Photos of the children as babies, toddlers and now are brought in to share and compare. We discuss how they have changed and explore how they might continue to change. We explore artefacts such as toys the children played with/would have played with as babies, toddlers and now and we try to keep similar themes such as eating, sleeping, different chairs used, etc. to demonstrate the increasing complexity. We demonstrate taking care of artefacts and allow children to explore and use them in imaginative play.</p> <p>We find books and DVDs of programs very young children watch and the slightly older children (Reception) would like. Often finding a toy/board book and in Reception and discussing how Nursery might like this instead.</p> <p>We encourage visiting parents and grandparents to talk about things they did when they were little often sharing old and new toys or photographs of when they were younger.</p> <p>We model and support the children to use language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then' in daily life and in focussed sessions where there has been a passing of time. This is also part of the EYFS Mathematics curriculum.</p>
<p>To investigate and interpret the past</p>	<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world</p> <p>To talk about why things happen and how things work.</p> <p>To look closely at similarities, differences, patterns and change.</p>	<p>How have I changed since I was a baby? Children investigate this using 'sources' of information, books, fiction and non-fiction, video, photographs, etc.</p> <p>Why do we wear different clothes at different times of the year? During seasonal change we sort and decide on appropriate clothing for the time of year/weather and talk about why. This links to many other areas of the curriculum.</p> <p>What are our favourite celebrations each year? Celebrations calendars help us learn about the passing of time and we use photographs and displays to help us remember and recall. The birthday wall is a great source of historical and mathematical learning E.g. months of the year, who has had a birthday, who's birthday is next etc.</p> <p>We model and encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'</p>