







EYFS Curriculum Coverage of History (Understanding the World – Past and Present)

What an EYFS historian needs to understand; <ul style="list-style-type: none"> • That time passes in sequential order • That there are key words/vocabulary associated with the passage of time • That the passage of time changes us all • That the passage of time changes the world around us • We need to change what we do/wear in response to the passage of time • That events/celebrations take place at specific points of the year 	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 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
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expectations for a child of a good level of development and to meet this ELG	<ul style="list-style-type: none"> • I can remember and talk about significant events in my own experience. 		<ul style="list-style-type: none"> • I can recognise and describe special times or events for family or friends. • I can compare and contrast characters from stories, including figures from the past. • I can comment on images of familiar situations in the past. • I can understand that some places are special to members of their community. 		Past and Present ELG Children at the expected level of development will: <ul style="list-style-type: none"> - 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. 	
Topic	All About Me 	Celebrations 	People Who Help Us 	Growing 	Habitats 	Under the Sea 
Big ideas/Key Questions	How has life changed for my family over time? Who was Wassily Kandinsky and what did he do?	Why do we remember Guy Fawkes? How have Christmas celebrations changed over time? Who was Vincent Van Gogh and what did he do? What does a birthday celebrate?	How have trains changed over time? How have the people who help us changed over time? Who was George Stevenson and what did he do?	What does the timeline of my life look like? Who was Guiseppe Arcimboldo and what did he do?	Who is Andy Goldsworthy and what did he do?	Who was Henri Matisse and what did he do? What are your favourite memories from Reception class? What can you remember learning about?
Curriculum content	Choose and talk about objects that are important (use All About Me books to reflect on events from the past).	Understand why and how people celebrate Bonfire Night. Understand why we celebrate birthdays.	Look at how the uniforms of the people who help us have changed over time. Look at the way transport of the people who help us has changed over time.	Understand that humans grow and change over time. Learn about Guiseppe Arcimboldo, an Italian painter who lived a very long time ago, who was	Learn about Andy Goldsworthy who has been a sculptor and land artist for many years – a long time before they were born.	Reflect on the school year that is finishing. Use class floor book as a prompt. Learn about Henri Matisse, an artist who lived a long

	<p>Name different people in your own family and understand how life has changed over time for members of your own family.</p> <p>Cause & consequence Describe important events in their lives.</p> <p>Begin to learn about key events from their own past. To talk about themselves, their family and Christmas celebrations have changed over time.</p> <p>Change & continuity Describe changes within living memory. Changes within living memory have happened over the last 50 years and include technology (trains), family, and celebrations (Christmas).</p> <p>Similarity & difference Identify similarities and differences between ways of life within living memory Begin to identify how similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Chronology & understanding Children can talk about events in their own life.</p> <p>Historical evidence Recognise and describe special objects. Use All About Me books to share events, objects, people and places from their own lives and describe things that have happened in the past.</p>	<p>Look at how Christmas celebrations have changed over time. Compare how Christmas trees were decorated in the past and present times.</p> <p>Learn about the painter Vincent Van Gogh who lived a long time ago.</p> <p>Cause & consequence To talk about how Christmas celebrations have changed over time.</p> <p>Begin to learn about key events from the past. To listen to stories from the past, e.g., Guy Fawkes</p> <p>Change & continuity Describe changes within living memory (approximately 50 years). Changes within living memory have happened over the last 50 years and include technology (trains), family, and celebrations (Christmas).</p> <p>Similarity & difference Identify similarities and differences between ways of life within living memory Begin to identify similarities and differences helps us to make comparisons between life now and in the past.</p> <p>Historical significance Describe historical events. To know what happened on 5th November and why we celebrate Easter and Christmas. Begin to learn about key events from the past. To listen to stories from the past, e.g. Guy Fawkes</p>	<p>Compare trains from past and present and identify the differences between steam and electric.</p> <p>Learn about George Stevenson who invented the first train.</p> <p>Change & continuity Describe changes within living memory (approximately 50 years). Changes within living memory have happened over the last 50 years and include technology (trains), family, and celebrations (Christmas).</p> <p>Similarity & difference Identify similarities and differences between ways of life within living memory Begin to identify similarities and differences helps us to make comparisons between life now and in the past.</p>	<p>known for creating portrait heads out of fruit, vegetables and flowers.</p> <p>Cause & consequence Describe important events in their lives.</p>	<p>time ago, who was known for his use of colour.</p>
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<p>Story text linked to learning</p>	  	  		 		 
<p>National Curriculum content that this learning prepares the children for</p>	<p>Big Idea “How has life changed for my family over time?” will lead to children building the vocabulary needed to discuss the concept of time e.g. then, now, before, since, when</p> <p>Child and family use “All about me” books to record evidence of the past and present related to the child’s own life.</p>					

	<p>Big Idea “Who was Wassily Kandinsky and what did he do?” build the vocabulary and historical concept understanding of “historical significance” / Significant people.</p> <p>use of EYFS environment to promote discussion of past and present: “share stories, songs and pictures from things in the past and present from a range of culture.” Initial use of historical artefacts.</p> <p>Lesson focus: What important people and places are there in my community? Good recognition of local setting for future subjects e.g. Yr 1 “Out and about in Keyworth”.</p> <p>Photos of places of local importance – Will revisit in other year groups e.g. yr 5 – WWI Memorial</p> <p>Book – “Ferdie and the falling leaves” cyclical events in time e.g. seasons</p>					
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<p>Other possible learning opportunities / classroom environment</p> <p>TO DO: Classroom timeline with Guy Fawks, George Stevenson, artists, family (grandparents, parents, own) approx. DOB's.</p>	<p>All About Me books in Cosy Corner</p> <p>Role play families</p> <p>Compare pictures of when you were a baby/ toddler. What has changed?</p> <p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p> <p>Sort some objects into new and old</p> <p>Calendar/season display</p> <p>Display a family tree</p>	<p>Bonfire pictures Role play – birthdays Make gingerbread men (Christmas tree decorations from the past)</p> <p>Topic books</p> <p>Christmas present sorting (past/present)</p> <p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p> <p>Sort some objects into new and old</p> <p>Calendar/season display with children's birthdays</p> <p>Class floor book to reflect on what they have done in previous weeks.</p>	<p>Role play as a police officer/ firefighter/ Doctor</p> <p>Trains</p> <p>Topic books (representing uniforms and transport past and present)</p> <p>Uniforms from the past and present</p> <p>Be a designer/inventor like George Stevenson</p> <p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p> <p>Sort some objects into new and old</p>	<p>Create a timeline in the classroom of the children's lives so far.</p> <p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p> <p>Sort some objects into new and old</p> <p>Calendar/season display</p>	<p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p> <p>Sort some objects into new and old</p> <p>Calendar/season display</p> <p>Class floor book to reflect on what they have done in previous weeks.</p>	<p>Stories, pictures and role play are used to help children learn about the past, understand key events in their own lives and those of their family.</p> <p>Sort some objects into new and old</p> <p>Calendar/season display</p> <p>Class floor book to reflect on what they have done in previous weeks.</p>
<p>Powerful knowledge</p>	<p>Personal knowledge Know and talk about events from the past.</p> <p>I know who is in my family (at home and immediate family members e.g., Mum, Dad, Brother, Sister, Grandparents) I know that my Parents and Grandparents have lived for longer than I have. I know that my Grandparents were born in the past.</p> <p>General knowledge There are days of the week that repeat and go in order.</p> <p>There are seasons that repeat and go in order.</p> <p>The times of the day go in order and repeat every day e.g., morning is before lunchtime.</p>	<p>Personal knowledge Know how Christmas has changed over time for our parents/grandparents.</p> <p>General knowledge People in our community celebrate special days. Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p> <p>Remembrance Day is held every year to remember the people who died fighting in the war. A poppy is worn to show that we remember and give thanks to those people who fought in the war.</p> <p>We celebrate our birthday once a year. It celebrates the day we were born.</p>	<p>General knowledge There have been many changes over the years to people who help us e.g. The fire service, The Police and the Ambulance service .</p> <ul style="list-style-type: none"> Uniform has changed Transport the people use has changed e.g., many years ago, the fire service used a horse to pull their equipment. Equipment has changed. <p>Trains used to run using steam from boiling water. Steam trains do still run but electric trains are more popular.</p> <p>George Stevenson (who lived a very long time ago) invented the first train.</p> <p>A long time ago, there were no cars so people would walk to school. Some</p>	<p>General knowledge A human grows and changes. Example; Babies cannot talk. Toddlers begin to talk and say a few words. Children are able to say more words than toddlers. Adults use many different words.</p> <p>Our face changes as we grow older/ over time. When we were babies, we had no teeth. As a child the teeth start growing.</p> <p>Living things do not stay the same over time.</p> <p>Other parts of our body change over time;</p> <ul style="list-style-type: none"> We learn to walk We learn to eat We learn to talk <p>These are all things that we could not do as a baby.</p>	<p>General knowledge Andy Goldsworthy is a sculptor and land artist who has been creating artwork for many years (before they were born).</p>	<p>Personal knowledge Know and talk about some of the learning over the school year.</p> <p>General knowledge Henri Matisse was a painter who lived a very long time ago, known for his use of colour.</p> <p>Notice that things in nature change over time (summer).</p>

	<p>A family tree and photos show us the people in our family. People who have lived before us.</p> <p>Notice that things in nature change over time (autumn).</p> <p>Wassily Kandinsky was a famous artist who lived a long time ago. He created paintings using shapes.</p>	<p>Guy Fawkes wanted to blow up the Houses of Parliament.</p> <p>In the past, Christmas trees were decorated with candles and gingerbread men. Now we use fairy lights and ornaments.</p> <p>In the past a Christmas present would be a small wooden toy. Now it can be an electronic toy.</p> <p>Notice that things in nature change over time (winter).</p> <p>Vincent Van Gogh was a painter who lived a very long time ago.</p>	<p>people would travel to school on a horse and cart.</p> <p>A horse and carriage used to transport some people around before other transport was invented. Cars have been around for many years, but they have changed. They have got better. Cars have used fuel for many years. Today, some cars now are electric.</p> <p>An old bicycle is called a penny farthing. It had one large wheel and one small one.</p>	<p>Notice that things in nature change over time (spring).</p> <p>Guisepppe Arcimboldo was an Italian painter who lived a very long time ago, who was known for creating portrait heads out of fruit, vegetables and flowers.</p>		
Misconceptions	<p>Everyone's experiences (events) are the same.</p> <p>All families are the same – everyone has a mum and a dad.</p> <p>All children have grandparents.</p>	<p>We are only remembering those that died in wars a long time ago.</p> <p>That there was only WW1 and WW2 in terms of wars,</p> <p>Making the link between a birthday celebrating the day they were born.</p> <p>That all children get an electronic toy for Christmas.</p>	<p>That the public services, e.g., police, fire, ambulance have always been the same as they are now.</p> <p>That police/fire always travelled in cars.</p> <p>Cars have always been around to get people from one place to another.</p> <p>Places were as easily accessible as they are now e.g., travelling from A to B. (Time to travel etc.)</p>	<p>We all grow and develop at the same rate. E.g., Walking, talking.</p> <p>Living things stay the same/ do not change over time.</p>	<p>That all artists are no longer alive.</p>	<p>The past is only before our lifetime.</p>
Vocabulary (explicit)	family, appearance	Celebration, Tradition	Transport	Growing		Transition
Vocabulary (implicit)	Family tree New/Old Past/In the past Before/After Year History	Then /Now Remember/Remembrance Poppy Ago New Old Past/In the past Before After Houses of Parliament	Past/In the past Then /Now Ago New /Old Past/In the past Before /After Uniform Equipment Community Invented Horse and carriage Steam trains Electric car	Before After Develop Timeline change	Years	Before/After Then/now Memories Remember

