



# Henbury View First School

## History in EYFS



**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.



### Aims

- 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

### Disciplinary Knowledge



- Begin to understand the passage of time, for example, know 3 things they couldn’t do as a baby but that they can do now
- Organise events using basic chronology, recognising that things happened before they were born



- Use photographs to talk about their family’s past
- Know that photographs tell stories about our past
- Use images to show familiar situations in the past (e.g. homes, schools, transport)
- Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences



- Remembering events, losses in our past (lost toys, old friends)



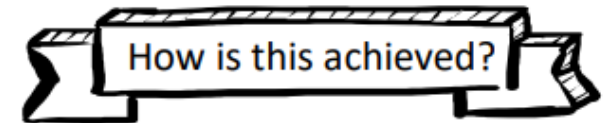
- Discuss experiences that are familiar to them and explain how these may have differed in the past



- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Use pictures, stories, artefacts and accounts from the past, explaining similarities and differences



- Know the name of a significant event (birthday, bonfire night, Christmas, Eid, Diwali, etc)



- Know about personal history – birthdays, celebrations
- Celebrating cultural diversity of children in the class
- Traditional festivals and celebrations
- Routines - Learning Feedback times – talking about learning from the previous day / week etc...
- Through interactions talking about what they did yesterday, last week, last year
- Life cycles and growing plants to introduce change over time
- 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
- Significant days: Remembrance Day, Bonfire Night - Guy Fawkes



History, Historian, After, Before, New, Old, Now, Past, Present, Time, Important, Significant

- Nursery**
- Talk about photos and memories
  - Retell what their parents told them about their life-story and family
  - Begin to make sense of their own life-story and family's history

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in their own past. (e.g. what toys they used when they were a baby)

Begin to use time vocabulary accurately

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born

Talk about and name members of their family including those from different generations

Frequently share texts, images and tell oral stories that help children begin to develop an understanding of the past and present

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods



Encourage children to share pictures of their family and listen to what they say about the pictures

Show images of familiar situations in the past, such as homes, schools and transport

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences

- Year 1 Contexts**
- Gunpowder Plot
  - Kings and Queens
  - Explorers

- EYFS Contexts**
- Transport
  - Toys
  - Communication and Technology

Share information about our families, giving children time to ask questions or make comments

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men