



History in the Early Years Foundation Stage



History in the Early Years The Statutory Framework for the Early Years Foundation Stage (September 2021) separates learning and development into seven areas (three prime areas and four specific areas). The most relevant statements for History are taken from *Mathematics* (prime area of learning and *Understanding the World* (specific area of learning) and the targets that relate to the history curriculum are as follows:

Mathematics

1. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'.

Understanding the World

1. Begin to make sense of their own life-story and family's history.
2. Talk about members of their own immediate family and community.
3. Comment on images of familiar situations in the past.
4. Compare and contrast characters from stories, including figures from the past.
5. Talk about the lives of people around them and their roles in society (ELG - Past and Present).
6. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (ELG - Past and Present).
7. Understand the past through settings, characters and events encountered in books read in class and storytelling (ELG - Past and Present).

History in the Early Years at Danson Primary School

At Danson Primary School we teach history related skills and knowledge through a mixture of child-initiated and adult-led learning in our rich indoor and outdoor environments. The children begin to learn about diversity within communities by exploring their own life stories, similarities and differences between families and the different roles people take in our community. They begin to build a sense of chronology by exploring how both living things and objects change over time. Please see the table below for the breakdown of how the above targets feed into different history strands.

Danson Primary School - History EYFS & KS1

	EYFS	Year 1	Year 2
Topic/Period of History:	Ourselves, Seasons, Animals, Africa, Growing, Seaside	Toys Kings, Queens & Castles Transport	Famous Explorers Hospitals & Healthcare The Great Fire of London
Themes:	Society and Community Power	Society and Community Power	Society and Community Exploration and Invasion Conflict and Disaster
Substantive concepts:	Civilisation Monarchy Trade	Toys Trade, Civilisation, Industry Transport Trade, Industry, Civilisation Kings, Queens and Castles Trade, Empire, Monarchy	Explorers Trade, Migration Hospitals and Healthcare Empire, Civilisation, Industry The Great Fire of London Monarchy, Civilisation
Overall Enquiry Question:	What is the past and how do we learn about it?	How have toys changed since our older relatives were little? How has technology changed our lives over the last 60 years? Where did kings and queens live through time?	Where and why have humans explored? How did Florence Nightingale and Edith Cavell help to improve hospitals? <u>What happened to London during and after the fire of 1666?</u>
Substantive knowledge:	<ul style="list-style-type: none"> I know that the past refers to time which has come before what is happening now. I know we can talk to people to find out about the past. I know we can read books and find out about the past. I know how to use the vocabulary of time to talk about the past, present and future. 	<ul style="list-style-type: none"> I know what toys in my lifetime look like. I know what toys in my caregivers' lives looked like. I know what toys in my older relatives' lives looked like. I know how technology has changed the way we write. I know how technology has changed the way we talk. I know how technology has changed the way we are entertained. I know the names of some of the important inventors in the history of technology and what they invented. I know what a monarch is. I know who our current monarch is. I know some of the kings and queens of the past. I know why monarchs built castles. I know the main features of a castle and what they were used for. I know which palaces and castles were significant to which monarchs. I know about a local castle. 	<ul style="list-style-type: none"> I know some of the places where humans have explored in the past. I know why people have explored in the past. I know about some famous explorers. I know about some famous explorations. I know how explorations have changed over time. I know who Florence Nightingale was and why she was important. I know who Edith Cavell was and why she was important. I know when Florence and Edith became significant. I know why Florence and Edith acted the way they did. I know how Florence and Edith changed our hospitals. I know what London was like in 1666. I know how the Great Fire of London started. I know how and why the fire spread across London. I know what was left of London following the fire and how it was rebuilt. I know how the Great Fire of London has impacted life in modern Britain.
Historical Skills – Disciplinary Knowledge			
Chronology	<ul style="list-style-type: none"> I can use vocabulary such as before and after, now and next, today and tomorrow when describing the order of events and when recalling a simple story. I can, with support, make sense of my own life story and family. 	<ul style="list-style-type: none"> I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life. I can use a timeline to support my understanding of how long ago things were. I can place some events and some artefacts chronologically on a timeline. 	<ul style="list-style-type: none"> I can place explorative events on a timeline. I can place events, artefacts and people on a timeline. I can begin to use some dates where appropriate. I can place events, artefacts and historical figures on a timeline using dates where appropriate.

Evidence and Interpretation	<ul style="list-style-type: none"> I can talk about the lives of the people around me and their roles in society I can comment on images of familiar situations that happened in the past. 	<ul style="list-style-type: none"> I can consider how we know about the past. With support, I can observe or handle some evidence to ask and answer questions about the past. I can look at sources and ask “What was it like for people?”, “What happened?”, “What was this used for?”, “How long ago?” I can interpret evidence to answer questions about the past. 	<ul style="list-style-type: none"> I can name at least three different ways that we can find out about the past. I can use evidence of explorers’ lives to ask questions about the past with support. I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). I can understand that being a historian is like being a detective searching for clues.
Cause and Consequence	<ul style="list-style-type: none"> I can consider the reasons that things happen in a story. I can think about the possible outcome in a story. 	<ul style="list-style-type: none"> I can discuss causes that lead to toys changing. I can begin to explain why monarchs built castles and what the consequences of these actions were. I can explain some reasons why certain technology was manufactured. 	<ul style="list-style-type: none"> I can discuss the causes of exploring and what we found out from exploration. I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. I can explain the causes of the Great Fire of London and what the consequences were.
Change and Continuity	<ul style="list-style-type: none"> I can talk about things that have changed and things that have stayed the same within my life so far and also through what has been read in class 	<ul style="list-style-type: none"> I can say which toys have stayed the same and which toys have changed overtime. I can describe changes within the monarchy and historical events. I can describe how technology has changed and how it has continued over time. 	<ul style="list-style-type: none"> I can describe changes over a period of time. I can describe historical changes and the impact on the present day. I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.
Similarity and Difference	<ul style="list-style-type: none"> I can describe some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class. 	<ul style="list-style-type: none"> I can compare toys using pictures and artefacts from the past and present. I can compare the similarities and differences between different castles. I can use pictures and film footage to find out about technology in the past compared to now. 	<ul style="list-style-type: none"> I can use pictures and stories to find out about the past and compare different explorations. I can use pictures, stories and film footage to find out about the past and make comparisons to the present. I can use artefacts and images to compare similarities and differences before and after a significant event.
Historical Significance	<ul style="list-style-type: none"> I can understand the past through settings, characters and events encountered in books read in class and storytelling. I can understand the role of a king or queen through the telling of stories featuring them. 	<ul style="list-style-type: none"> I can name a significant toy from the past and say what made it significant. I can discuss the fact that to understand the significance of the past, we need to understand the present first. I can explain what a monarch is and who the current monarch of the United Kingdom is. I can begin to talk about key events of a significant king/queen or castle. I can describe and begin to talk about key inventions of a significant person/time (advances in technology). 	<ul style="list-style-type: none"> I can name significant explorers from the past and explain why they are still remembered today. I can describe events from the past and explain why they are important. I can describe significant people from the past and explain why they are important. I can name a monarch from the past and explain what they did that made them significant.
Vocabulary:	First, next, then, last, last week, next week, month, January, February, March, April, May, June, July, August, September, October, November, December, day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday Sunday,	<p style="text-align: center;"><u>Toys</u></p> <p>before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite</p> <p style="text-align: center;"><u>Kings, Queens and Castles</u></p>	<p style="text-align: center;"><u>Famous Explorers</u></p> <p>explore, explorer, exploration, significant, astronaut, oceanographer, mountaineer, before, after, past, present, monument, same, different, change, continuity, then, now.</p> <p style="text-align: center;"><u>Hospitals and Healthcare</u></p>

	today, tomorrow, yesterday old, new, young, begin, start, end, weekday, weekend, time, people, family, king, queen, mum, dad, brother, sister, grandparents, born, age, growing up, change, same, different	king, queen, reign, monarch, coronation, before, past, present, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, present day, monument, sceptre, similar, different, regal, Battle of Hastings, William the Conqueror, significant, change, continuity, then, now, different Transport before, after, past, present, old, new, then, now, today, modern, timeline, different, same, technology, evidence	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, similar, compare, decade, century, pioneer, discrimination <u>The Great Fire of London</u> evidence, present, past, now, then, Lord Mayor, fire hook, diary, Samuel Pepys, significant, archaeologist, before, after, modern-day, Christopher Wren, St Paul's Cathedral, chronological order, timeline
National Curriculum: EYFS - Development Matters - Understanding the World	<ul style="list-style-type: none">• Talk about the lives of people around them and their role 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 and storytelling.	<ul style="list-style-type: none">• Changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life. (Toys and Technology)• Significant historical events, people and places - including in their own locality. (Kings, Queens and Castles)	<ul style="list-style-type: none">• Events beyond living memory that are significant nationally or globally. (The Great Fire of London).• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. (Famous Explorers and Hospitals and Healthcare)