

## History in the EYFS

Understanding the World	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
	<b>Reception:</b> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories including figures from the past.</li> </ul>	<b>Past and Present</b> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences 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> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.</li> </ul>	<b>Throughout the year:</b> <ul style="list-style-type: none"> <li>Daily calendar to introduce language of time- today, yesterday, tomorrow.</li> <li>Through interactions talking about what they did yesterday, last week, last year.</li> <li>Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year.</li> <li>Learning about the family traditions of children in class from different cultural backgrounds.</li> <li>Weekly family Box</li> <li>Tapestry to share children's experiences with their families.</li> <li>Photos of our families in the home corner to discuss.</li> <li>A range of texts set in the past and present.</li> <li>Read a range of texts about festivals- Diwali, Christmas, Chinese New Year, Easter.</li> <li>Timeline to be added to and referred to throughout the year.</li> </ul> <b>Resources in the provision:</b> Family photos. Home corner: to recreate roles and experiences, to celebrate a range of festivals, dressing up clothes from a range of cultures, objects from different cultures. Range of texts set in the past and present in the reading area. Suitcase with old objects to discuss. Old phones and cameras in home corner.	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>I know about my family and where I was born.</li> <li>I know that as I get older, I can do different things.</li> <li>I know that I used to be a baby and can talk about how I have changed.</li> <li>I know that things have changed since my grown-ups were little.</li> <li>I know which objects are from the past and which are modern. (toys / home artefacts)</li> <li>I know some facts about people from the past – Guy Fawkes, Queen Elizabeth I, Rosa Parks, Robin Hood.</li> <li>I know that some stories have been around for a long time and that some are new.</li> <li>I know that families celebrate in different ways.</li> <li>I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year).</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, celebration, festival, baby, toddler, child, teenager, adult.</li> <li>Bonfire night, Guy Fawkes.</li> <li>Diwali, Rangoli patterns, Mendi patterns</li> <li>Rosa Parks, brave, equal, fair</li> <li>Remembrance Day, soldier, war.</li> <li>Royal family, Queen Elizabeth I/II, King Charles.</li> </ul>

### Autumn 1:

#### *Food Glorious Food:*

- Discussing our families, recounting fun family experiences in our past.
- Thinking about changes in our life as we grow and get older.
- Creating family artwork.
- Explore festivals and family traditions from different cultures inc: Halloween, Harvest Festival.

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- Celebrating Black History including the story of Rosa Parks. Add Rosa Parks to our timeline.

### Autumn 2:

*Once Upon a Time...*

- Looking at, playing and discussing toys and games from the past and comparing them to toys and games that we have now.
- Reading a range of traditional tales and looking at old versions of them from the past.
- Exploring the art of Kandinsky (link to Maths-shape)
- Explore festivals and family traditions from different cultures inc: Christmas, bonfire night, Diwali, Remembrance Day.
- Reading and discussing the story of Guy Fawkes- add him to our timeline.

### Spring 1:

*Our Wonderful World:*

- Recount experiences of Christmas and toys received.
- Explore festivals and family traditions from different cultures inc: Shrove Tuesday and Chinese New Year.

### Spring 2

*Myths, Legends & Monarchs*

- Explore festivals and family traditions from different cultures inc: Easter, Mother's Day, Holi.
- Trip to Rufford Park- explore the ruins and gardens.
- Looking at key features of castles.
- Explore what it was like to live in Medieval times- clothing/food/living.
- Introduction to Queen Elizabeth II- add to our timeline.
- Looking at the artwork of Georgia O'Keeffe- add to our timeline.

### Summer 1

*Where the wild things are*

- Recounting the extinction of the dinosaurs using non-fiction texts (cycle A)
- Explore festivals and family traditions from different cultures inc: Ramadan.

### Summer 2

## History in the EYFS

*Over and under the ocean*

- Recount and share family experiences of holidays.
- Talk about how holidays have changed over time.
- Look at and discuss pictures from a Victorian holiday.
- Reflect on our time in F2.
- Explore festivals and family traditions from different cultures inc: Father's Day.