History in EYFS at Lane End Primary School

EYFS links to the whole school history curriculum

The EYFS is its own distinct key stage and has its own curriculum, tailored to meet the needs, interests and fascinations of our youngest learners at Lane End Primary School. The aims of the curriculum are to foster the development and progress of our children, in line with the guiding principles of the Early Years Foundation stage, in readiness for the next curriculum stage. Consideration has been made of the key knowledge and skills that our children will develop within their history curriculum in both Nursery and Reception. To ensure that our children are ready to access National Curriculum content in Year 1, links are made between the EYFS areas of learning and National curriculum subjects, so the whole school curriculum is progressive from the very start that pupils join our school.

Our EYFS curriculum has been built to reflect the context of the school, pupils and community in which we live. Although key skills and knowledge are planned for throughout the year; activities and experiences are also fluid, and responsive, based upon children's needs, interests and fascinations.

History is encompassed within the Understanding the World area of learning, as set out in the Early Years Foundation Stage.

"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, including 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.

Taken from the Statutory framework for the Early Years Foundation Stage.

As well as planned experiences to develop knowledge, skills and vocabulary, a wide range of stories and books are planned into our curriculum from the Lane End Diet of reading to support and enhance the understanding of historical concepts and vocabulary.

Key Knowledge links within the Planned Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	New Beginnings	Celebrations Past events in their own lives- what happens at…?	Winter Common Interest and fascination – dinosaurs Talk about the dinosaurs living a long, long time ago.	New Life	Bugs	The wider world Talk about past events in the nursery year – do you remember?
	Ongoing knowledge links are made with the past and discussed through the texts that spark interest and are planned for from the Lane End Diet of Reading →					
Reception	All about me/ Autumn	People who help us Occupations and vehicles in the past linked to occupation – police officer/ dentist Bonfire night – guy Fawkes? Visitors-dentist/ police officer	Winter	Spring/Growth Traditional tales Little red Riding Hood – link to Grandparents. Grandparents day – what was life like in the past? Houses and homes in the past – linked to 3 little pigs	Minibeast Spring/ growth	Holidays/ Transport Transport in the past Events – stay and technology (parent partnership) – how technology / machines have changed .
	Daily review time provides an opportunity for children to share news and events. This provides ample opportunity for children to discuss their own experiences of past events or celebrations that they have encountered →					

Talking like a historian in the EYFS	Past, present, today, yesterday, day, week, year, remember, young, old, mum, dad, grandparents, dinosaur, bones, extinct, fossil, old, new, a long time ago, little, past, born, objects, famous, photograph, research

Note – ongoing opportunities to make links to knowledge are exploited as they arise within children's interests and fascinations.

History	Key Skills Links to: Development matters 2021 (the non-statutory supporting guidance for the EYFS Statutory Framework 2021), Early Learning Goal
	Understanding the World
Birth to 3	Notice differences between people
3- and 4-year olds	Begin to make sense of their own life story and family's history
Children in reception	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Past and Present (A point in time assessment)	Children at the expected level of development will: • Talk about the lives of 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.

How do we provide a foundation of historical skills and knowledge in Lane End EYFS ?

- Begin to make sense of their own life story and family history
- Talk about photos and memories within their family and growing up
- Continue to develop positive attitudes about differences between people
- Comment on images of familiar situations in the past
- Discover and discuss homes, schools and transport from the past.
- Begin to develop an understanding of chronology when discussing routines and past events
- Compare and contrast characters from stories, including figures from the past
- Develop an understanding of past and present through stories and images.

Other historical knowledge and skills are built upon, 'in the moment' following children's interests and fascination within their chosen play.

What might this look like within the Early Years at Lane End?

- Family photos shared with the class
- Talking about houses and homes and what type of house we live in. Discussing what other homes look like
- Talking about our favourite toys, our parents favourite toys and our grandparents favourite toys
- Building castles and castle features
- Role playing kings, queens, princess and princes

- Remembrance Day discussion
- People who help us – photos of the emergency services now and in the past. Explore the differences
- Ordering daily routine and timetable
- Exploring baby photos and how they have changed
- Discussing what happens 'next' in a story
- Sequencing activities- planting a seed/ making a sandwich
- Look at changes over time in the life cycle of a chick and caterpillar
- Discussing how some things are old and some are new
- Recapping on yesterday's learning, discussions, events
- Malleable area – children making birthday cakes – talking about older/ younger siblings or friends
- Sand area – digging for bones, being archaeologists