

What does History look like in the Early Years Foundation Stage?



The EYFS Educational Programme for Understanding the World says: 'Understanding the World 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.

History:

Links to Understanding of the World

In the Early Years Foundation Stage, pupils will learn and discuss the following;

1. Talk about members of their immediate family and community

Children will use photographs of their families to talk about their family. They will talk and discuss about their family and begin to make comparisons. The children will talk about past events that they have experienced with their family. Staff will support children's understanding by modelling different families and how we are all different. Children will talk about themselves and how they have changed.

2. Name and describe people who are familiar to them

Children will name and describe past events with people who are familiar to them. They will draw upon people within their local community e.g. Police, Vets and the Fire Service to discuss their roles and how they help us.

3. Comment on images of familiar situations in the past

Within the learning environment and planned lessons, children are shown images, stories and artefacts and accounts from the past explaining similarities and looking carefully will identify similarities and differences between these. They will be exposed to hands on experiences with historical importance. Children will look at the local environment and discuss how these have changed. For example, how the roads, homes and school have changed.

Specific examples of History at Marsh Green

Three and Four-Year-Olds

Begin to make sense of their own life-story and family's history

Reception Age

Comment on images of familiar situations in the past.

Compare and contrast characters from stories, including figures from the past.

Early Learning Goal

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.

Autumn

N/R - Happy in Our Skin

Children talk about themselves and identify similarities and differences.

N/R - It's My Birthday

Children will talk about special events (their birthday) and use pictures to support their conversations

R – The Jolly Postman

Children will look at the local area and how things have changed.

Spring

N/R

To talk about family life stories.

Summer

R – Only One You

Children will look at the medication/doctors and changes in equipment.