



## EYFS History Curriculum Overview

### The Big Picture

We understand that children will start with us having had a range of different experiences and that some will be more limited than others. We aim to enhance these experiences wherever possible for all children to make progress. In EYFS, we will prepare children for their education by pre-teaching key knowledge we are aware children will need to access the Key Stage 1 curriculum.

We want to begin to teach children about their own history and understanding of simple language.

### What do we already know?

#### Knowledge Retrieval:

Children may come to school with a knowledge of their age and things that have already happened to them.

Children may be able to use language such as before, yesterday etc.

Children may also know some people are older than them and have lived for a longer time. They may know about things such as dinosaurs and know that these are very old things.



### NC objectives – EYFS

#### Understanding the World

##### **3 / 4 year olds:**

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

##### **Reception**

Comment on images of familiar situations in the past.

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

##### **ELG: Understanding The World: Past and Present**

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.

#### Key unit objectives

To understand that things that have already happened are in the past.

To know that the past goes beyond yesterday or earlier today.

To recount events in stories about the past.

To know that they were a baby in the past and how they are different now.

To sequence events that have happened on that day, saying which happened first/last.

To discuss the order of events in simple stories.

Discuss how and why some characters look different in stories about the past.

Discuss some historical objects in stories about the past. E.g. Spinning wheel in Sleeping Beauty.

To ask simple questions about the order of events- What happened first? What happened after that?

Give instructions in chronological order for simple tasks- building blocks, making porridge for Goldilocks etc.

To explain how they are different now from when they were a baby and discuss how they have changed.

#### Key vocabulary and understanding for concept connectors

**Yesterday** is the day that happened **before today**.

Babies can't talk or walk but now we are older, we can because we have **changed**.

**Different** things are not the **same**.

We must give instructions in **order**.

#### Key Questions

Can children what happened yesterday?

Can children explain how they have changed over time?

Can children order simple events?

#### Key Texts

The Toymaker – Martin Waddell

Toys from the past – Joanna Brundle

Never teach a stegosaurus to do sums – Rashmi Sirdeshpanda & Diane Ewen

First Big Book of Why – Sally Symes

Sleeping Beauty -