



## History in the Early Years at Whitleigh Primary School

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (**Personal, Social and Emotional Development, Communication and Language and Physical Development**) underpin and are an **integral part** of children's learning in all areas.

### **Statutory Educational Programme:**

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.

### **Statutory ELG (used as an assessment at the end of the Summer Term in Reception)**

#### Past and Present

##### **Children at the expected level of development will:**

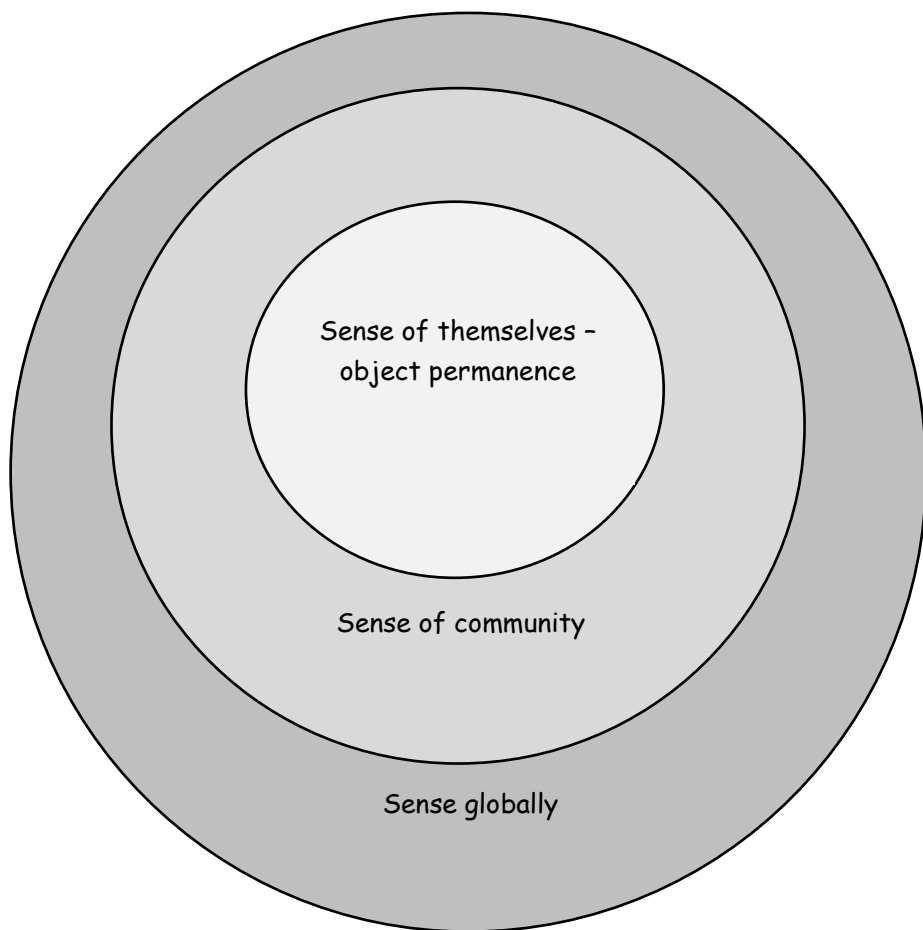
- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

At Whitleigh Primary School we have an expectation that History will be embedded within the youngest of our children. We believe that History in the Early Years is not easier than other areas of the school. Children are being challenged proportionate to their age and stage of their learning journey. What underpins History in the Early Years is a strong emphasis on the 'big ideas' (concepts). We strongly believe that early familiarity with these concepts will help in the future.

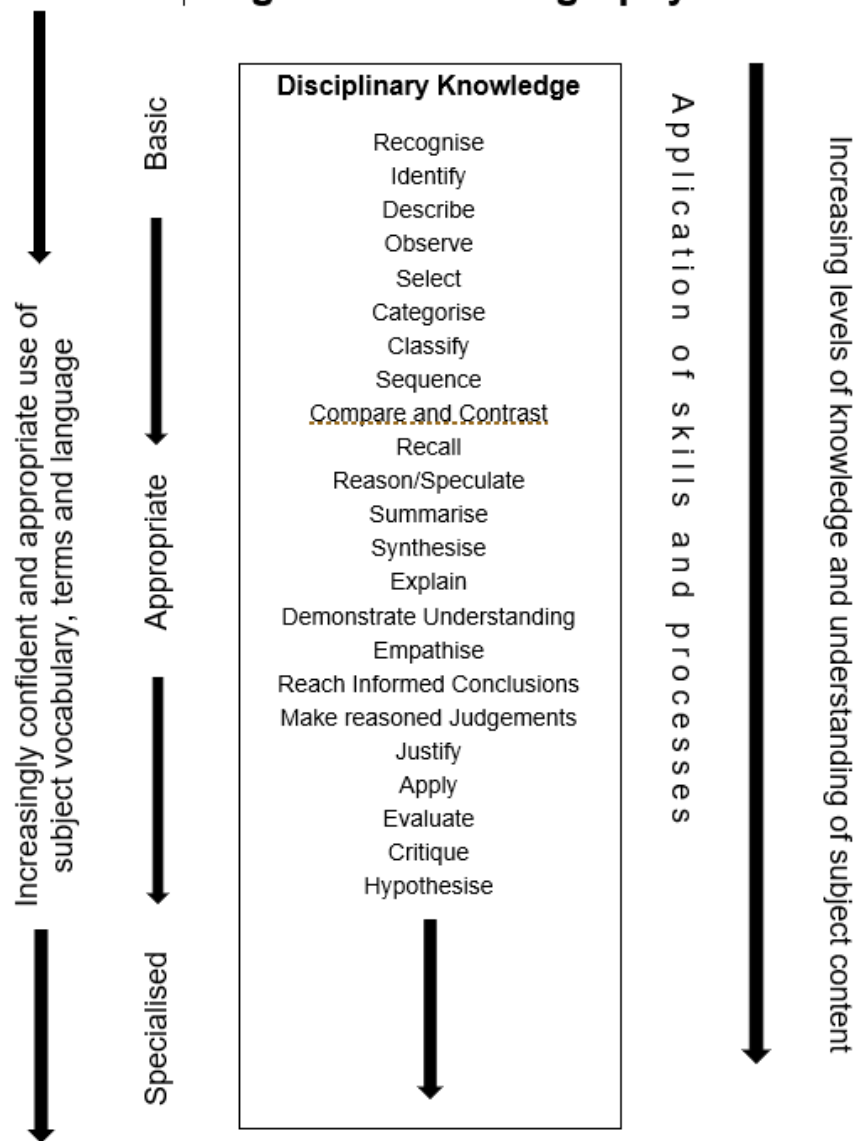
*"In the Early Years, we teach the concepts, skills and language of working historically and some knowledge"*

These concepts include - **Cause and Consequence, Continuity and Change, Similarity and Difference, Sources and Chronology**

History engages children and young people in investigating questions about people and events in the past which helps them to better understand their lives today, the contested nature of knowledge and prepares them for the future as more informed citizens. At Whiteleigh Primary School, we see the progression of History in the Early Years as a ripple effect, starting with the youngest of our children.



## Progression in Geography



EYFS History Skills				
	Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<b>2 Year old Nursery</b>	<p>Recognise our own life stories.</p> <p>Begin to recognise a sense of self.</p> <p>Recognise and identify how I have changed physically.</p> <p>Recognise how I have changed within my appearance.</p>			
<b>Pre-School</b>	<p>Identify &amp; describe their own life's story &amp; immediate families.</p> <p>Identify and describe the ways that objects they used have changed</p> <p>Identify and describe changes that have happened in their immediate family</p> <p>Identify and describe the lives of their immediate family</p>			
<b>Reception</b>	<p>Sequence their own life-story and family's history.</p> <p>Compare and contrast the ways they have changed.</p> <p>Describe the changes that have happened within their family lifetime e.g. talking to grandparents about holidays etc</p>	<p>Describe and compare and contrast images of familiar situations in the past e.g may include homes, transport, dinosaurs</p> <p>Sequence routines and past events.</p> <p>Compare and contrast the lives of people in their local environment and their roles in society e.g. police and fire service.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recall the past through settings, characters and events encountered in books read in class and story telling e.g may include Florence Nightingale</p>	<p>Identify some similarities and difference between things in the past and now, recalling their own experiences and what has been read in class e.g. may included Christmas, Great Fire of London, Remembrance Day, Plymouth Hoe - Sir Francis Drake - Mayflower Steps.</p>

<b>Links to KS1 Curriculum</b>	Sequence events/objects that are closer in time.	Recognise some similarities and differences between the past and present	Describe (to some degree) significant individuals from the past	Know and recount episodes from stories and significant events in history Begin to discuss why certain events happened Ask simple questions about events: When? What happened? Who was involved?
	<p>Observe and use pictures, photographs and artefacts to find out about the past</p> <p>Understand some ways that we find out about the past</p> <p>Find answers to simple questions about the past from sources of information e.g. artefacts</p> <p>Talk, write and draw about things from the past</p> <p>Use drama/role play to communicate their knowledge about the past</p>			
<b>EYFS History Knowledge</b>				
	<b>Changes within living memory</b>	<b>Events beyond living memory</b>	<b>The lives of significant individuals in the past</b>	<b>Significant historical events, people and places in their own locality</b>
<b>2 Year Old Nursery</b>	<p>I know about myself</p> <p>I know how I have changed physically.</p> <p>I know about changes within my immediate family e.g. mum, dad, siblings.</p> <p>I know I have grown.</p>			
<b>Pre-School</b>	<p>I know about my own life-story and immediate family's history</p> <p>I know the objects I use have changed</p> <p>I know about changes that happen within my family.</p> <p>I know about the lives of the people who live with me.</p>			
<b>Reception</b>	I know about my own life story and extended family's history.	I know about the lives of the people in my local environment and their roles in society.	I know about characters from stories, including figures from the past.	I know some similarities and differences between things in the past and now, drawing on their

	<p>I know how what I can do has changed.</p> <p>I know about changes that have happened within my extended family.</p>	<p>I know about some familiar situations in the past.</p>	<p>I know about the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>experiences and what has been read in class.</p>
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**Key Vocabulary (not limited to)**

Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now

Discussion about our family trees

Exploring baby photos and discussing how they have changed

Recapping on 'yesterdays' discussions/activities/learning and relating this to 'past' events'

Remembrance Day and why we wear poppies

People who help us - research significant people (Marie Curie, Florence Nightingale)

Discussing what happened next in story time

Use *new vocabulary* to *predict*, *discuss* ideas and their *findings*.

Family photos shared with the class

Changes in nursery rhymes/ traditional tales

Talking about our homes and what type of home we live in. Discussing what other homes look like around the world.

What does this look like in our provision?

Explore how some buildings look older than others in our local area

People who help us - show photos of emergency services now and in the past. Explore differences.

Parent/Grandparent into school day - Read a child their favourite book when they were younger

Ordering daily routines and visual timetables.

Building castles and castle features

Investigation behaviours in play - What else could we try? What could this be used for? How might this work?

Look at the changes over time when exploring life cycles of chicks and butterflies.

Ordering how to plant a seed or make a food item

Talking about our favourite toys and compare to toys our parents/grandparents played with

Range of historical artefacts - typewrite/old phone

Roleplaying kings, queens, princesses and princes