

What does History look like in EYFS?

Understanding the World	Provision at Wychwood which is embedded across the year:
<p>ELG areas that link to History:</p> <p>-Talk about the lives of people around them and their roles in society.</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> • A new nursery rhyme is introduced weekly. These are used as a discussion point for how times have changed for example, in Jack and Jill they had to fetch a pail of water whereas now we can collect water from the tap. How language has changed will also be discussed as part of this, for example in 'the north wind doth blow' the words 'doth' will be explained to children and how this has changed. • In WCR in Term 2, the book 'Tom Crean's rabbit' is used. As part of this, children make close observations of the ship that is used to explore the Antarctic and look for clues that tell us this ship might be from the past. They then use this to make comparisons to modern day ships. • During the nativity, traditional carols are learnt and this is used as an opportunity to discuss again how language has changed over time and what words were used then that we don't use anymore. • We also spend time looking at historical events such Bonfire Night and the war which we link to Remembrance Sunday and why it is important to mark these events. • In Term 3 when we introduce our 'round the world stories', we discuss how different countries have their own versions of traditional tales and how in the past these were shared orally being passed down through generations before being written down. • In our Dinosaurs unit of work, the term pre-historic is shared with children and we begin to explore how we know about the past if there were no humans around. We look at the work of palaeontologists but also discuss how we cannot rely on their findings completely as some things such as skin have not survived so we can only make assumptions about the colour of dinosaurs and the noise they will make. • As part of our dinosaur topic we discuss what planet Earth looked like millions of years ago. We sort pictures of things that were around then and things that were not. For the things that were not around, we discuss why e.g. a picture of the shops. • Also as part of the dinosaur unit of work, children are introduced to Mary Anning and discuss the impact she had on others and the difficulties she faced because she was a woman. • In Term 5, our whole class reading sessions focus on significant individuals on the past. The children learn about Amelia Earhart, Neil Armstrong, Mae Jemison, Louis Beleriot, Edmund Hilary and Eugenie Clark. They look at how planes have changed over time and discuss similarities and differences with the planes of today. As part of these discussions, they learn about the 'Space Race' and how modern space travel looks different to that of the past. • In Term 5, our wider curriculum lessons focus on people who help us and how their jobs have changed over time. The children look at doctors, paramedics, firefighters, police, pilots, teachers, the armed forces and vets. They explore how these jobs looked different in the past e.g. looking at equipment used or how they could be contacted. They make comparisons to modern day equipment and discuss the impact of these changes.

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	<ul style="list-style-type: none"> • In Term 6, our wider curriculum lessons focus on farming and how this has changed. The children look at equipment that is used now on farms and how this has changed e.g. they explore how the tractor has changed over time or how crops were collected in the past. • At Forest School, the children have a fire once a term. This is used as an opportunity to talk about the importance of fires in the past and how they might be used to communicate and how important they were for survival. Techniques for lighting fires and how this has changed will be discussed. • Throughout the year, we note the changing of the seasons and use this as a chance to talk about changes over time. • In our circle time lessons we look at photos of ourselves as babies and talk about how we have changed and look at things we have learnt how to do as we have grown. • Each week, the class diary is filled out and this is available for children in provision. This is reviewed once a week as a whole class input where time words such as 'yesterday' and 'last week' are used to help children build an understanding of these words. • We have a timeline of events from across the year that is available in provision for children to look at and explore. Words related to time are used when creating this with children and it allows them to build an understanding of events in their own lives. • Every day, the children complete the calendar with their teacher. They discuss the day, date, month and year and tick this off on their calendar. They talk through the daily timetable.
<p>Links to KS1 History Curriculum</p>	<ul style="list-style-type: none"> • Changes within living memory. • Events beyond living memory. • The lives of significant individuals.