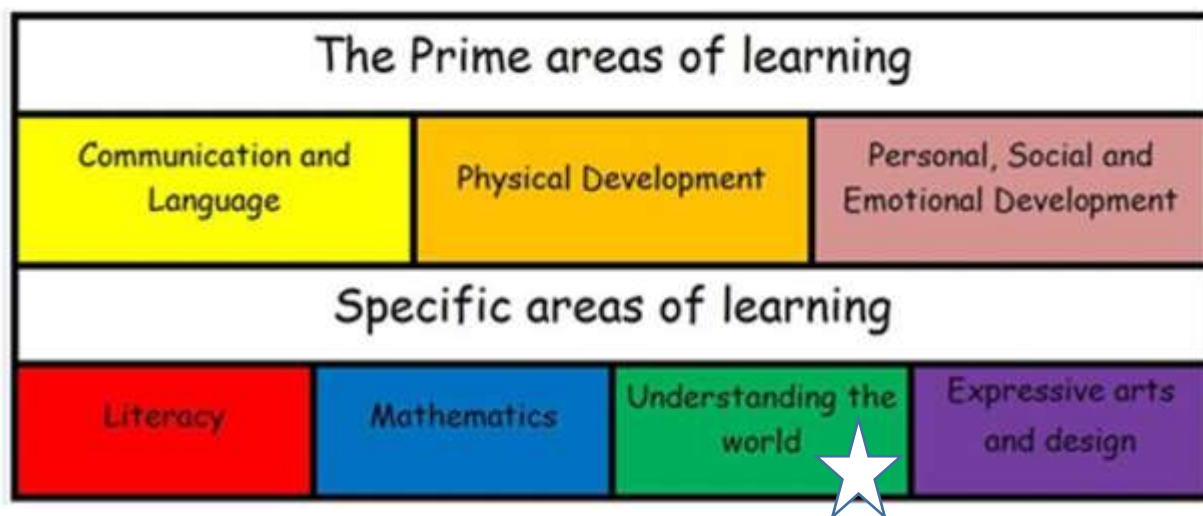


History In Early Years At Sandown



In the Early Years children will explore the past through pictures, books, stories, rhymes and visitors. They will draw on their own experiences and talk about past events in their own lives and those who are important to them.

Children will begin to understand that the past is made up of events that have already happened. They will also begin to compare aspects of their own life now to life in the past.

The ELG (what is expected at the end of Reception) links closely to History is: Past and Present. Before this, children are taught through 'Understanding the World'.

History		
Three and Four-Year-Olds	Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history.
Reception	Understanding the World	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	<div style="display: flex; justify-content: space-between; border-bottom: 1px solid black; margin-bottom: 5px;"> Past and Present </div> <ul style="list-style-type: none"> 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.

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. At Sandown, we have visits to the

local fire station as well as holding our own museum. We meet important members of society such as police officers, paramedics 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. This vocabulary is also linked to actions through Makaton.

Our Topics link to History:

Cornerstones		Term 1		Term 2		Term 3	
Nursery	Driver project	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
	Nursery storybook/ Reception story pack	Five Minutes' Peace by Jill Murphy	There is No Dragon in This Story by Lou Carter	The Way Back Home by Oliver Jeffers	The Girl and the Dinosaur by Holly Hughes	The Little Gardener by Emily Hughes	Billy Goes to Market by Atinuke
	Mini project	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
	Nursery storybook/ Reception story pack	Pumpkin Soup by Helen Cooper	Little Glow by Katie Sahota	The Big Freeze by Pippa Corrick	Pudding! by Emma Perry	Little Echo by Al Rodin	The Duck Who Didn't Like Winter by Steve Small
	Pre-literacy pack	Pre-literacy Pack - Autumn		Pre-literacy Pack - Spring		Pre-literacy Pack - Summer (learning story)	

Cornerstones		Term 1		Term 2		Term 3	
Reception	Driver project	Let's Explore	Marvellous Machines	Long Ago	Ready Steady Grow	Animal Safari	On the Beach
	Nursery storybook/ Reception story pack	Where the Wild Things Are by Maurice Sendak	Mrs Armitage on Wheels by Quentin Blake	The Growing Story by Ruth Krauss	The Extraordinary Gardener by Sam Boughton	The Lion Inside by Rachel Bright	The Sea Saw by Tim Perchard
	Mini project	Build It Up	Puppets and Pop-Ups	Stories and Rhymes	Signs of Spring	Creep, Crawl and Wiggle	Move It Moving On
	Nursery storybook/ Reception story pack	What to Do with a Box by Jane Yolen	Stick Man by Julia Donaldson	There is No Big Bad Wolf in This Story by Lou Carter	Tad by Benji Davies	Orna, the Bees and Me by Helen Mortimer	Up and Down by Oliver Jeffers What Makes Me a Boy? by Ben Faulstich

Reception

History Core Knowledge

Let’s Explore (Term 1)

- Know that some people in history are significant because they did important things.
- Know that the way that people lived in the past is not the same as the way that we live now. E.g. schools, play activities, toys, food, transport, technology and clothes.

Marvellous Machines (Term 2)

- Know that similarities and differences helps us to make comparisons between life now and in the past.
- Know that the way that people lived in the past is not the same as the way that we live now. E.g. schools, play activities, toys, food, transport, technology and clothes.

Long Ago (Term 3)

- Know that the past is made of events that have already happened.

- Know that the way that people lived in the past is not the same as the way that we live now. E.g. schools, play activities, toys, food, transport, technology and clothes.
- Know that similarities and differences helps us to make comparisons between life now and in the past.
- Know that first, then, next, after and last can be used to order information
- Know that words such as yesterday, last week, last year and long ago show the passing of time.
- Know that some people in history are significant because they did important things.

Ready Steady Grow (Term 4)

- Know that first, then, next, after and last can be used to order information
- Know that similarities and differences helps us to make comparisons between life now and in the past.

On the Beach (Term 6)

- Know that words such as yesterday, last week, last year and long ago show the passing of time.
- Know that the way that people lived in the past is not the same as the way that we live now. E.g. schools, play activities, toys, food, transport, technology and clothes.

Evidence:

The learning journey of our EYFS children can be seen through the learning walls, floor books and learning journey books as well as discussions with teachers and pupil voice.

Nursery



Ruby in Saplings:

“George fight dragon.”

“George Fighting.”

“Lives in castle.”

History in EYFS Learning Walk 24/4/24

- Creative displays
- Pupil's own work
- History through texts
- Adult-led activities
- Continuous and enhanced provision
- Vocabulary
- Child talking confidently about History learning

Reception

