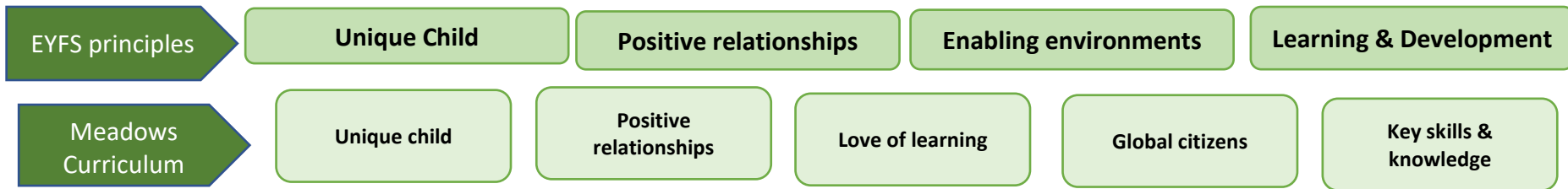


# Meadows First School HISTORY in the EYFS



Our Meadows curriculum drivers are built on the 4 principles from the EYFS framework and our wellbeing wheel. The rich opportunities in the EYFS provision and planned curriculum will enhance children’s experiences, opportunities and vocabulary. There will be opportunities for children to explore their learning through play as well as through explicit teaching where appropriate. The enabling environment inside and outside will enhance learning opportunities in specific areas.

## EYFS Area of Learning: (Understanding of the World UW) National Curriculum subject links: History

<p>In their short lives children have little understanding of time, to them a week is a <b>very</b> long time (and for some of us)! Therefore, talking about the Victorians is not appropriate, because in their minds that’s ancient history!</p> <p><b>I begin to:</b> make sense of their own life-story and family’s history</p> <p><b>I am encouraged to:</b> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p><b>Support/ scaffolding:</b> Start with the familiar and personal, leading children from what is already known to discovering new things. You should start with what is known and understood by the children then extending it from that point by providing them with a range of wider experiences. Think about it like this: <b>the known to the unknown</b> <b>the familiar to the unfamiliar</b> <b>the local to the global</b> <b>the first-hand to the secondary</b> The child’s birth through to present day is history to them. Creating photobooks of them as they develop even from their time with you and having them available in your book corner to promote conversations. Spend time with children talking about photos and memories. Objects to discuss that have changed over time – such as cameras, phones, lights etc</p>	<p><b>Early learning Goals:</b> <b>UW – past and present</b> 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</p>	<p><b>Focussed learning opportunities:</b> Theme led exploration such as ‘all about me’ to discuss family and when they were a baby compared to now. When their parents were young... Taught opportunities to focus on people and events from the past, long ago (within living memory and sometimes beyond) – such as the gunpowder plot, the coronation, space Autumn 1 – all about me/ family history Autumn 2 – Heroes (Florence Nightingale/ Remembrance Spr 1 – Around the World – familiar artefacts and how they have changed Spr 2 -Around the World – famous people eg who was Neil Armstrong? Summer – the royal family</p> <p><b>Where would you see this subject specific learning:</b> Enhanced provision if linked with a theme or topic – such as a collection of artefacts over time – displayed for children to explore and handle Outside area - tuff tubs – with artefacts/ fossils, dinosaurs Floor book to discuss yesterday, last week, last month etc. Taught sessions (1 week per topic) (as well as above)</p> <p><b>Resources, continuous and enhanced provision (rotation):</b> Gather collections of artefacts for children to explore. These could be quirky, interesting ones that provoke conversations Historical development collections of ‘historical’ items over time! E.g box of mobile phones from the ‘bricks’ right through to most recent. vinyls (records), tapes, CDs, and video tapes! cameras through the ages! Using examples from real life and from books, to show children how there are many different families Photos of the school or local area in the past. Many schools have a bank of historical photos squirrelled away, which show changes to the building or the uniform Frequent sharing of texts, images, and telling oral stories that help children begin to develop an understanding of the past and present. In addition to storytelling, we introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
<p><b>Subject specific vocabulary:</b> Plan and introduce new vocabulary related to exploration and encourage children to use it. Past, present, yesterday, last week, last year, tomorrow, today, next week, my family, babies, toddler, child, adult, characters from stories and images that provoke new vocabulary – eg explorers, Florence Nightingale (nurses), Guy Fawkes – the gunpowder plot, coronation, kings and queens, castles and palaces.</p>			