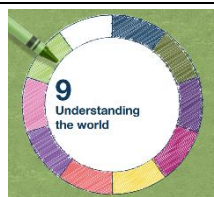


## History Overview EYFS



**EYFS 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.

|                                                                                   | Provision/ Enhancements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Direct sessions through Themes                                                                                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Birth to Three</b>                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                        |
| Explore and respond to different natural phenomena in their setting and on trips. | Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: • standing in the rain with wellies and umbrellas • walking through tall grass • splashing in puddles • seeing the spring daffodils and cherry blossom • looking for worms and minibests • visiting the beach and exploring the sand, pebbles and paddling in the sea                                                                                                                                                                              | Through their daily interactions use the language of the past to talk about things that have already happened.<br>Through discussion describe what has happened before |
| <b>3-4 year olds</b>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                        |
| Begin to make sense of their own life-story and family's history.                 | Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families. | 1. ??<br>2. The Gingerbread Man<br>3. The Enormous Turnip<br>4. Goldilocks and the Three Bears<br>5. The Three Little Pigs<br>6. Changes                               |
| Begin to show interest in different occupations                                   | Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.                                                                                                                                                                                                                                                     |                                                                                                                                                                        |

| Reception                                                                                                                                                                                                                                                                                        | Provision/ Enhancements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Direct sessions through themes                                                                                                                                                                           |
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| <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Begin to talk about members of their immediate family and community.</p> <p>Begin to name and describe people who are familiar to them.</p> | <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> | <p>Autumn – All About Me and My Family<br/>- Celebrations</p> <p>Spring – One Snowy Night<br/>- The Jolly Postman</p> <p>Summer – Where does it come from?<br/>- All About Me (present &amp; future)</p> |