

Sutton Park Primary School

EYFS Links to Whole School History Curriculum



The EYFS is its own distinct key stage and has its own unique curriculum, the aim of which is to foster the development and progress of our youngest learners in line with the guiding EYFS principles and to provide a solid foundation for future learning. In order to promote our links with KS1, careful consideration has been made to the key knowledge and skills we want the children to develop in our EYFS. In order to prepare our children well for the following national curriculum content of our whole school curriculum, deliberate links have been made between the EYFS areas of learning and the NC subjects, so that the whole school curriculum is progressive from the very start of our pupils journey through our school.

Our EYFS curriculum design is based on the Educational Programmes set out in the EYFS Statutory Framework 2021 and involve the activities and experiences for children, as set out under each of the areas of learning. They have been tailored to reflect our school, pupils and the community we serve. Educational programmes set out the essential skills and knowledge that are vital to prepare the children for their journey into KS1 and beyond. The EYFS is the foundation for future learning and we ensure children have secure grounding in 'being a historian'.

History: History is encompassed in the Understanding The World (UTW) area of learning, but as all areas of learning are interlinked it draws on many other elements, such as Communication and Language when children are speaking about and demonstrating understanding of the texts/experiences/vocabulary they have encountered.

The EYFS curriculum is mapped carefully to make links to the history curriculum throughout the year as children are introduced to a wide range of texts including significant people and events from the past. Children also explore the concept of past and present in relation to their own lives and of family members. Ongoing opportunities are also exploited as they arise such as significant events, celebrations, sporting events, visits/visitors, children's own experiences or interests/fascinations. These feed into the overall knowledge and skills the children develop during their time in foundation stage.

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History Knowledge and Skills Progression in EYFS



Key Skills:

Links to:- Development Matters 2021 (The non-statutory supporting guidance for the EYFS Statutory Framework 2021)
Early Learning Goals (ELGs) Expected Statements (ARE for end Reception EYFS Profile)

Understanding the World

BIRTH TO THREE

- Notice differences between people.

THREE AND FOUR YEAR OLDS

- Begin to make sense of their own life-story and family's history.

CHILDREN IN RECEPTION

- Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.

PAST AND PRESENT ELG

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.

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EYFS History Long Term Plan



	Autumn	Spring	Summer
FS1	<p style="text-align: center;"><u>All about me</u> Past events in own lives</p> <p>e.g. what happened in their summer holidays, remember and talk about significant events in their own lives, how have they changed since they were babies, look at photographs of themselves and each other as babies and compare themselves as well as what they can do now with what they could do then.</p> <p style="text-align: center;">Significant people/ events</p> <p>e.g. What are your favourite celebrations each year? Traditional celebrations - Guy Fawkes, Bonfire night, Christmas - how traditions are celebrated, understand how and why questions, talk about why things happen in relation to different events.</p>		<p style="text-align: center;"><u>Under the sea</u> Now and then</p> <p>Looking at the seaside now and from the past – look at different photos - what is the same? What is different? What has changed?</p>
FS2	<p style="text-align: center;"><u>All about me</u> Past events in own lives</p> <p>e.g. looking at different stages of their lives on a timeline, look at family tree's, match objects to people of different ages, describe an event or family member from their past that is important to them.</p> <p>Significant people/events</p> <p>e.g. What are our favourite celebrations each year? Traditional celebrations - Guy Fawkes, Bonfire night, Christmas, Advent, Diwali, Christingle - how and why traditions have been celebrated/changed, answer 'how' and 'why' questions about their experiences of the above events, develop their own explanations by connecting events and ideas.</p>		<p style="text-align: center;"><u>Under the sea</u> Now and then</p> <p>e.g. Looking at the seaside now and from the past – look at different photos - what is the same? What is different? What has changed? Children to share their experiences of going to the beach, how holidays to the seaside have changed over the years – interview parents/grandparents</p>
Key Vocabulary	<p>Past, Present, Today, Yesterday, Day, Week, Year, Order, Remember, Young, Old, Family, Mum, Dad, Grandparents, Chronological Order, Recent History, Old, New, A long time ago, Little, Past, Born, Events, Objects, Very Old, Before, After, Famous, Celebrate, Photograph, Research, Bonfire Night, Christmas, Guy Fawkes, Advent, Diwali, Christingle</p>		