



Summerville Primary School

EYFS History Curriculum

Unlike other year groups, who follow the National Curriculum, children in Early Years settings follow the Early Years framework. At Summerville we also follow the EYFS Development Matters document, which although is non-statutory, provides excellent guidance on designing and delivering an effective early years' curriculum.

The EYFS Development Matters objectives which have direct links to the KS1/KS2 National Curriculum for History are:

Understanding the World

- Talk about members of their immediate family and community.
- Begin to make sense of their own life story and family's history.
- Comment on images of familiar situations in the past.
- Compare and contrast character from stories – including significant figures from the past.

Past and Present - ELG

- Talk about the lives of people around them and their roles in society.
- Notice similarities and differences between the past and now drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events in counted in books read in class and storytelling.

In order to create a smooth transition between our Early Years and Key Stage 1, we have linked the Framework and National Curriculum subjects so that it is clear to see how we build upon the firm foundations built in our EYFS unit. In the table below, examples are given of EYFS activities under the Development Matters objectives and how they link to the KS1/KS2 National Curriculum Science objectives.

	Across the academic year	Autumn Term	Spring Term	Summer Term
History UNDERSTANDING THE WORLD	<p>Talk about the lives of people around them, <u>their roles and how they are similar/different to others.</u></p> <ul style="list-style-type: none"> -Discuss All About Me booklets-family history information given by the families for discussion/circle time. -Discuss Parent Information -Compare and discuss Family dynamics parents and step parents, siblings, grand-parents, step siblings, carers <p><u>Recognise some similarities and differences between things in the past and now.</u></p> <ul style="list-style-type: none"> -Through festivals covered, compare food, clothing, and houses then and now. -Name important people in their family-using words older, younger, age, born first, born after me. -Remember and recall past celebrations e.g. birthdays and family events such as parties, Christenings. – Celebrate children’s birthdays and talk about how they have changed in last 5 years/life as a baby. -Use the vocabulary of time (new born, toddler, teenager, OAP) <p><u>Understand the past through stories and characters.</u></p> <ul style="list-style-type: none"> -Use core stories and rhymes to compare life now and life in the past. Discuss during story time (There was a princess long ago) -Name some historical characters over the year (e.g. Guy Fawkes) <p>Chronology</p> <ul style="list-style-type: none"> - Seasons and how/when they change 	<p><u>Autumn A: Marvelous Me</u></p> <p>NC link - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>NC link - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> - Pictures of the C as babies and looking at how they have changed over time - Pictures of their families and who everyone is that is significant to them - Recapping daily events/special events <p><u>Autumn B: light and dark</u></p> <p>NC link - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>NC link - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> - Looking at the differences in toys from now to our parents. <p><u>Remembrance Day</u></p> <ul style="list-style-type: none"> -Talk about the WW2 and ask for family artefacts to be brought in from home. -Look at secondary sources from the War and make simple comparisons about life then/now. -Discuss the importance of the poppy in wartime, create our own poppies with variety of media. - Talk about Dame Vera Lynne and her importance in the War effort/listen and learn several of her songs. -Ask questions about the past. <p><u>Black History Month</u></p> <ul style="list-style-type: none"> - Explored Rosa Parks using Big dreams little people. <p><u>Bonfire Night</u></p> <ul style="list-style-type: none"> -Talk about how we celebrate Bonfire night in our family units. -Retell/re-enact the story of The Gunpowder Plot -Look at images of Guy Fawkes, King James and the plotters from secondary sources. Compare life then and life now. -Ask questions about the past. <p><u>Christmas-</u></p>	<p><u>Spring A: Brr its cold!</u></p> <p>NC link - the lives of significant individuals in the past who have contributed to national and International achievements.</p> <ul style="list-style-type: none"> - Looking at ‘the great explorer’ book - When an explorer is - What they will need - Focusing on real explorers – Matthew Henson <p><u>Chinese New Year-</u></p> <ul style="list-style-type: none"> -Talk about the traditions of the Chinese New Year celebrations create own Chinese artefacts –money wallets, dragons, taste Chinese food, calendars, zodiac animal story -Retell, act out, discuss, draw and write the ancient story of the animals / Chinese zodiac <p><u>Holi</u></p> <ul style="list-style-type: none"> -Talk about the ancient traditions of Holi. -Represent the festival through media of their choice. <p><u>Spring B: I need a hero!</u></p> <p>NC link - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> - Looking at different local/national services and how they have changed over time - Visitor: grandparent – who helped them when they were younger - Life cycles of spiders linked to books studied <p><u>Easter</u></p> <ul style="list-style-type: none"> -Talk about life in Jesus’s time –compare houses, transport, food, clothes with today. -Ask questions about the past. 	<p><u>Summer A: Living Things</u></p> <p>NC link - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time</p> <ul style="list-style-type: none"> - Looking at the changes in life – life cycles of butterflies and frogs – focus on stories that look at changes (The Very Hungry Caterpillar) <p><u>Eid</u></p> <p>The children will celebrate Eid and be visited by Mrs Ahmed to talk more about the celebrations and the history behind it</p> <p><u>St George’s Day</u></p> <ul style="list-style-type: none"> -Read, act out the story of Saint George. Find out collective information about St George. -Research knights, castles, dragons through internet, stories using IT and books -Represent the story through media of their choice. -Ask questions about the past.

-Talk about how we celebrate Christmas in our homes/school, creating Christmas artefacts(cards, calendars, presents, decorations).
-Read , retell and role play, the Christmas story and talk about the birth of Jesus.
- Perform Christmas Nativity play, learn Carols
-Ask questions about the past.

Halloween

-Talk about witches and how the legend believes they met on Halloween eve. Describe what witches are.

-Dress up in Halloween costumes, play tricks and games, write spells, identify scary characters.

Diwali

- Read, act out and draw images of the traditional story of Rama and Sita.