



# Kingsland CE Primary School

Let your light shine



“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

## Exploring history in the Early Years Foundation Stage

### How does the curriculum provide a foundation of historical skills and knowledge in the EYFS?

Development Matters (linked to history)	Early Learning Goals (linked to history)	Bridge to KS1 (Y1) Curriculum	How might this look in our EYFS provision?
<p><b>Past and Present:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• talk about past and upcoming events with their immediate family.</li> </ul>	<p><b>Past and Present:</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• talk about the lives of people around them and their roles in society.</li> <li>• know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Pupils should be taught about:</b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>• know that our school is in the village of Kingsland.</li> <li>• look at historical features of Kingsland including the houses and school building</li> <li>• see how we have changed since we were babies – looking at baby photographs of children and staff and matching them to photographs now.</li> <li>• draw and discuss parts of our school and village – looking at evidence of whether they are old or new.</li> <li>• compare housing in the village of Kingsland and see if we can identify whether they are old or new.</li> <li>• be involved in local events e.g. Remembrance Day.</li> <li>• discuss and explore our own lives and experiences we have had in the past e.g. talking about family celebrations.</li> <li>• discuss and compare toys from now and toys from long ago.</li> <li>• discuss and compare houses from now and houses from long ago</li> <li>• discuss and compare vehicles from now and vehicles from long ago</li> <li>• order daily timetables and routines.</li> <li>• observe changes over time when exploring lifecycles of a butterfly or frog.</li> </ul>

different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

- significant historical events, people and places in their own locality.

- begin to put things in chronological order e.g. toys, transport, houses.
- visit local places in Kingsland and exploring the history of them, including the mound.
- discuss homes, transport and schools from the past, comparing them to present day.
- build houses and castles in the construction area.
- build houses from long ago using junk model materials
- discuss features of houses from long ago
- share their News weekly to say what they have done on the weekend. This will include discussions of when we did different activities
- create Memory Boxes and fill them with Memories – these will then be shared and discuss in a class circle time