



## FULFEN PRIMARY EYFS CURRICULUM DESIGN

**National  
Curriculum  
Subject**

### **History**

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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

**Key Stage 1**

**Pupils should be taught about:**

- Changes within living memory.
- Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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 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.

<p><b>EYFS Educational Programme</b></p>	<p>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.</p>
<p><b>INTENT</b></p>	<p><b>We aim to build (in sequence) the foundational knowledge, skills and understanding children need in order to be successful and prepare children for subsequent teaching and learning in Key stage 1 and beyond.</b></p> <p><b>In Early Years we develop a chronological framework to help children understand where they and significant people and events sit in time by:</b></p> <ul style="list-style-type: none"> <li>• Making the most of children’s desire to make sense of their own place in history.</li> <li>• Exploring the lives of people who are familiar to them, comparing similarities and differences.</li> <li>• Introducing them to well-known historical figures and events both within and beyond living memory.</li> <li>• Promoting children’s curiosity about people and events within and beyond their living memory.</li> <li>• Exploring historical information and artefacts to ask questions and draw conclusions.</li> </ul>
<p><b>Knowledge (What we want children to know)</b></p>	<p><b>Passing of time:</b></p> <ul style="list-style-type: none"> <li>• Time is measured in units.</li> <li>• Time has a pattern (days of the week, months of the year)</li> <li>• About annual events (birthday, Christmas)</li> <li>• How time and events can be sequenced in chronological order from earliest to latest.</li> <li>• Things were different in the past.</li> <li>• The vocabulary that describes time</li> </ul>

	<p><b>Historical figures &amp; events:</b></p> <ul style="list-style-type: none"> <li>• How to use information to find out about events and people in the past.</li> <li>• About significant events and people in the past.</li> <li>• Historical events and people have a significant place in our history.</li> </ul> <p><b>Sense of Identity:</b> My place in history.</p> <ul style="list-style-type: none"> <li>• There is a past before I was born.</li> <li>• Things were different in the past to how they are now.</li> <li>• About significant events in my life.</li> </ul>	
<p><b>Skills: (What the children are learning to do)</b></p>	<ul style="list-style-type: none"> <li>• Compare similarities and differences.</li> <li>• Record findings.</li> <li>• Examine evidence and draw conclusions.</li> <li>• Remember.</li> <li>• Observe.</li> <li>• Explore.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions.</li> <li>• Enquire.</li> <li>• Explain.</li> <li>• Describe.</li> <li>• Sequence.</li> <li>• Use historical vocabulary.</li> </ul>
<p><b>IMPLEMENTATION</b></p>	<p>History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.</p> <p>We use planned themes and make the most of unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time.</p> <p>These include birthdays, recent events and experiences and well- known points in history.</p> <p>For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.</p>	

	<p>Within the provision a timeline is developed as children find out about and plot significant points in their own history and wider historical events.</p> <p>This visually exemplifies the passing of time, the sequencing of events and their own place in history.</p> <p>Children are encouraged to share historical artefacts and events from the past.</p> <p>Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.</p>	
<b>Key Vocabulary</b>	<b>past, present, future, modern, long ago, yesterday, tomorrow, today, days, months, years, first, next, then, after, before</b>	
<b>EYFS Topics/themes:</b>	<b>Pre-School</b>	<b>Reception</b>
	Ourselves Celebrations Happily Ever After People Who Help Us Holidays Plants and Animals Seasons	Marvellous Me Let's Celebrate It's a Wonderful World Once Upon a Time All Creatures Great and Small Holidays Commotion in the Ocean
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• <b>How have I grown and changed?</b></li> <li>• <b>How have homes changed over time?</b></li> <li>• <b>What traditions are associated with different festivals? (Remembrance/Bonfire Night/Christmas)</b></li> <li>• <b>How are modern toys different to toys in the past?</b></li> <li>• <b>What can we learn about the past from Polar explorers? (past &amp; present day)</b></li> <li>• <b>What can we learn from the past in different traditional tales? How have these changed over time?</b></li> <li>• <b>What can we learn from sea explorers? (past and present day)</b></li> <li>• <b>How have holidays by the sea changed over time?</b></li> </ul>	

<p style="text-align: center;"><b>IMPACT</b></p>	<p><b>By the end of Foundation Stage children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Talk about significant historical people and events.</li> <li>• Sequence events in the right order.</li> <li>• Recall historical facts.</li> <li>• Compare similarities and differences.</li> <li>• Use time vocabulary.</li> <li>• Ask questions to find out more.</li> <li>• Talk about themselves in a historical sense e.g. this year I am 4, next year I will be five, last year I was 3.</li> <li>• Use information in books to talk about life in the past.</li> <li>• Use comparative language of the past, present, and future.</li> <li>• Talk about the roles people have in society.</li> <li>• Draw conclusions about what they have found out.</li> </ul>
<p style="text-align: center;"><b>Early Learning Goals</b></p>	<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society;</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></li> </ul> <p><b>ELG: People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• <b>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</b></li> </ul>

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World**

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Find further information on how History is taught at Fulfen Primary School on this page: [History](#)