

History within Understanding the World in EYFS at St Dennis Primary Academy



Scope and Approach – In the Foundation Stage, history knowledge and understanding is developed through the Past and Present area of learning within Understanding the World. Early Years follows the Statutory Framework and uses Development Matters as the spine throughout the curriculum. The main aim is to begin to develop a sense of chronology and an understanding of key vocabulary linked to the passing of time. In line with EYFS curriculum, the children are encouraged to talk about themselves and how they have changed over time. They share stories, handle artefacts and look at pictures to identify similarities and differences and begin to talk about changes. They are encouraged to ask older people, particularly their families, about the past and are introduced to other cultures. For example, In Reception during the autumn term, children talk to members of the community who attended St Dennis in the past. Through the Early Years transport topic, children visit Bodmin Steam Railway and experience how people travelled in the past. A recommended read is 'Small Knight and George and the Royal Chocolate Cake' by Ronda Armitage and has vocabulary linked to the monarchy. A studied Talk through Stories text is 'How to be a Viking' by Cressida Cowell.

Vocabulary – Historical vocabulary (including Tier 2 and Tier 3 words), is mapped to ensure children are prepared for their history learning in Key Stage 1 and they use words including **today, yesterday, then, now, before I was born, when my parents or grandparents were little, a long time ago, old and new.**

Assessment – Assessment is formative and on-going and achievements on planning which is used by all adults. This is responded to through tailored group work, 1:1 support where needed through all provision. We use a Pupil Progress document to record children who are on track or of concern and what actions are in place to address this. Achievement of the Early Learning Goals (as end points of Reception) are assessed through the use of professional discussions and adults knowing the children. This informs transition to Year 1 and their priorities.

Opportunities and activities in Reception

- Children comment on images of familiar situations in the past through pictures, stories, artefacts and accounts from the past, explaining similarities and differences e.g. **Shirley, our librarian talked about and answered questions about what school was like in the past.**
- Hands-on experiences deepen children's understanding e.g. **Children visited Bodmin Airfield and looked at old planes compared to ones that are flown now.**
- There is a focus on the lives of both women and men.
- Images shared are of familiar situations in the past e.g. **such as homes, schools, and transport through topic learning.**
- Children begin to organise events using basic chronology, recognising that things happened before they were born.
- Children compare and contrast characters from stories, including figures from the past through frequent books, images and story telling e.g. **Reading archaic texts such as Mog, On the Way Home, A Quiet Night In, Burglar Bill and Shirley Hughes Out and About Poems. The language and illustrations encourage discussion about the past such as police uniforms looking different and images of old telephones.**
- Stories feature fictional and non-fictional characters from a range of cultures and times in storytelling.
- Common themes from stories, such as bravery, difficult choices and kindness are drawn out and children talk about their experiences with these themes.
- Characters, including those from the past using songs, poems, puppets, role-play and other storytelling methods are introduced.

