



EYFS History

Provision Curriculum

Key

Adult led Activity

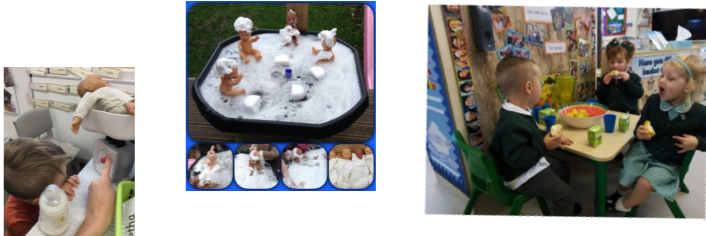

Child initiated



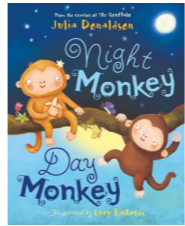


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Key
 Adult led Activity
 Child initiated

<u>Three and Four Year olds</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
Communication and language	<p>Understand 'why' questions, like: "What did you look like when you were a baby? What did you like doing when you were a baby? Who is in your family? What did you do yesterday?"</p> <p>Use a wider range of vocabulary</p>	<p>Adult led questioning about past and present - in relation to themselves. Talk about people who are important to them and talk about when they were a baby.</p> <p>Question how they have changed from being a baby to now. Can the children give examples?</p> <p>Text: 10 little finger and 10 Little Toes</p>	<p>Photographs at the snack table - children to talk about their families now and then.</p> <p>Photographs of the children as babies and now - can they talk about the changes they see?</p> <p>Bathing babies - talk about us as a baby - what is the same and what is different</p> 
Understanding the World	<p>Begin to make sense of their own life-story and family's history</p>	<p>Invite parents/grandparents into school to talk about the past and present</p> <p>Model to pupils how to talk about their memories</p> <p>Look at photographs from the past and present and compare similarities and differences</p> <p>Talk about how we change</p> <p>Encourage parents to talk to their child about their family history and ask children to talk about what they have learned</p>	<p>Pupils to share photographs of themselves and their families - look at special times and talk about traditions</p> <p>Christmas/Easter - interest table - how do/ did you celebrate?</p> 

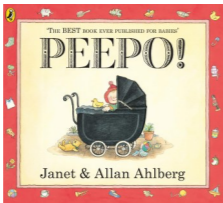
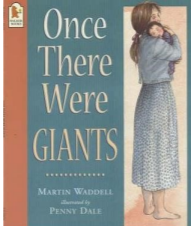
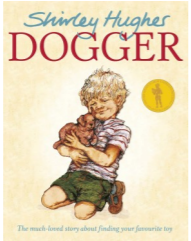



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<u>Reception</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
Communication and language	Learn new vocabulary. Ask questions to find out more and to check what has been said to them.	Encourage questioning to find out more. 'What happened when...? What did you do yesterday?' 'How old were you on your last birthday' Model using new WOW words in everyday speech - introduce words such as: today, tomorrow, yesterday, old, new, past, present.	Text: Day Monkey, Night Monkey - story sack related to day and night (Children to explore the items and talk about what they do at night time and in the day time)  Photographs of babies/ toddlers/ children/ teenagers and adults - children to talk about the similarities and differences and order the photographs from youngest to oldest Birthday table - talk about past and present. How old were you? How old are you? How old will you be? 
	Describe events in some detail.	Talk about an event in the past - something relevant to the age. (birthday/ Christmas/ holiday) Encourage pupils to talk in detail and remember the sequence of the event.	Investigation Station - have objects related to key events that have happened. Pupils to use them to discuss, talk about and create role play of the event. Pupils to be encouraged to use key vocabulary related to time/past/present Curiosity cube – objects related to the past for discussion 

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<u>Three and Four Year olds</u>	Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
<p>Understanding the World</p>	<p>Show interest in lives of familiar people</p>  	<p>Invite different people to visit to talk about their lives (grandparents/ parents/ local figures)</p> <p>Introduce new vocabulary related to past and present - encourage pupils to use new language (now/then/baby/ toddler/infant/child/teenager/adult)</p> <p>Pupils to ask questions about occupations in the past and present and look at any changes over time</p>	<p>Make a book to show the visit and encourage the children to talk about what they learned - can they remember any of the facts? Use small world figures of people for children to role play who is in their family and talk about what they have learned</p> <p>Look at photographs of different times in life (baby/toddler/ infant/ teenager/ adult) Encourage discussion about what they see, any similarities and differences. Can they identify with any of the photographs?</p> <p>Role play different occupations in the past and present –link to a visit to The Street life Museum</p>   
<p>Understanding the World</p>	<p>Show interest in lives of familiar people</p>	<p>Encourage pupils to talk about when they have visited different places— related to experiences they have had.</p> <p>Encourage pupils to talk about their past experiences whilst playing in the different role play areas</p>	<p>Pupils to have photographs of the different places they have visited in a class book - pupils to share these with adults and talk about what they remember from the past.</p> <p>Jigsaws and other pre-made games for sequencing - daily routines</p> 



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Understanding the World	Comment on images of familiar situations in the past	Show images of familiar situations, linked to topics, such as transport/ homes/ toys Encourage pupils to talk about experiences that are familiar to them that may differ from the past	<p>Children to organise events using basic chronology - starting to understand that things happened before they were born</p> <p>Visit to The Street Life Museum - have hands on experiences of the past - talk about vehicles now and then - talk about shops now and then. Compare and contrast now to then. Talk about similarities and differences</p> <p>Look at a range of artefacts related to topic - e.g. toys/ kitchen appliances/ teddies/ clothing etc.</p>
	Compare and contrast characters from stories, including figures from the past <div style="display: flex; justify-content: space-around; margin-top: 10px;">   </div> <div style="display: flex; justify-content: center; margin-top: 10px;">  </div>	<p>Read stories that have themes about the past—start to share these stories and use them as a way to learn about the past. Read stories of a similar theme to compare to now.</p> <p>Talk about prominent figures such as the royal family and grandparents</p>	<p>Have a table with objects from the past and the stories as a stimuli for discussion - encourage children to draw past and present and label past and present objects. Sort objects/ artefacts into past and present.</p> <p>Focus on a story/ figure for the past and have a table with objects relating to them.</p> <p>Eg. Books about space. Space objects/ photos pf Neil Armstrong landing on the moon.</p> <div style="display: flex; justify-content: space-around; margin-top: 20px;">    </div>

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<u>ELG</u>		Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
Communication and language	Listening, Attending and Understanding	Make comments about what they have heard and ask questions to clarify their understanding	<p>Give children the opportunity to talk during class discussions surrounding history.</p> <p>Model how we can ask questions to find out more. What would they like to find out?</p> <p>Display their questions in the classroom.</p>	<p>Spend time at the discovery table with the children</p> <p>Provide books and artefacts to stimulate discussion.</p> <p>Ask questions</p> <p>Encourage the children to ask questions to find out more.</p>
Communication and language	Speaking	Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.	<p>Give children the opportunity to talk during class discussion surrounding history.</p> <p>Model how we can ask questions to find out more. What would they like to find out?</p> <p>Display their questions in the classroom.</p>	<p>Spend time at the discovery table with the children</p> <p>Provide books and artefacts to stimulate discussion.</p> <p>Ask questions</p> <p>Encourage the children to ask questions to find out more.</p>

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<u>ELG</u>		Objective	Adult Led Activity Examples	Continuous Provision Examples/ Child initiated
Understanding the World	People	Talk about the lives of people around them and their roles in society	<p>Look at jobs that people do in local area.</p> <p>Read stories about jobs.</p> <p>Talk about the jobs their parents do. Do they know?</p> <p>Circle question what job do you want to do when you grow up?</p>	<p>Discovery table—have a range of items that people might need to complete a job.</p> <p>Eg. What do I need to be a chef? What do I need to be a firefighter? What I need to be a doctor?</p> <p>Have pictures of their parents doing their jobs for children to discuss.</p> 
Understanding the World	Events/Objects	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<p>Talk about the passing of time with children.</p> <p>Model the use of language Eg. Last week A long time ago etc.</p> <p>Talk about vents that have happened in their lifetime and before then.</p>	<p>Have a table with objects from the past and present.</p> <p>Can the children talk about what the objects are used for and how they are different/similar.</p> <p>Can they sort the objects into past and present.</p> 
Understanding the World	Stories	Understand the past through settings, characters and events encountered in books read in class and storytelling	<p>Read stories that have themes about the past. Talk about the characters/settings and events. How do we know they happened in the past?</p> <p>Compare to now. Talk about any language that shows the</p>	<p>Have books with historical themes displayed in the classroom/book corner alongside artefacts to stimulate discussion.</p> <p>Can the children talk about what they see and compare to now?</p> 