



## History Whole School Curriculum

### EYFS – Nursery - Family history; Castles; Remembrance; Transport; Toys

#### Rationale

In Nursery, children will start exploring what history is through their continuous provision which will allow them to interact, explore and learn about history. Throughout Nursery, they will encounter a number of different elements such as family history, castles, transport, toys and commemorations such as Remembrance.

In each instance, the learning in history will be supported through texts to add some contextual knowledge and to start introducing historical language and concepts at an age-appropriate level. For instance, when thinking about family history, the text 'Five Minutes Peace' is used, allowing the children to explore what a family might consist of and how that idea might have changed over time since the book was written. When learning about castles, 'The Grand of Duke of York' is used which allows them to explore what the concept of a 'duke' is along with other elements of monarchy or power, what the term 'old' means, the types of clothing that people used to wear and the roles that they had. With Remembrance, the text 'What Colour is Love?' is used to think about the red of the poppies and what they might represent. For transport, they use 'The Train Ride' to identify the purpose of trains, to see what they look like and how they might have changed over time. For toys, they use 'The Old Toy Room' which helps children to see what toys in the past looked like and how they might have changed over time.

Throughout each of these units, children will start to engage with the idea that events, people and places have existed both a long time and a short time before them and that things have changed, even within their own lifetimes. By using the world around them to identify key parts of their historical learning, they will be able to start contextualising key elements such as chronology, continuity, change, cause and effect. This will help prepare them for Reception and Y1 where these will be revisited again under different contexts.

#### Learning

Prior Knowledge	In Nursery, pupils are taught	In Reception, pupils will be taught
Children may have an understanding of some knowledge about their family history and milestones and be able to communicate those verbally	That events, people and places have occurred in history	That some events that happen each year can have historical backgrounds
Children might be able to identify that certain items are similar or different and that something is 'old' or 'new'	That things in the past might have changed or stayed the same	That the types of houses that we live in have changed from the past
Children may be able to identify how people have lived before them and understand that history has lasted a long time	That they have only been alive for a short period of time	That the makeup of families in the past might have been different from today
	That people around them might have lived for longer periods of time	That events from the past were significant enough that we still remember/study them today
		That we can use items to find out about the past That events can last a long or short amount of time

		<p>Begin to identify that some things happen at the same time but in different places</p> <p>That some changes can lead to other events happening and that they often happen for a reason</p> <p>That we can ask questions about the past to help understand it better</p>
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**Key Vocabulary**

Using simple phrases and words to describe the passing of time -  
 e.g. 'past' 'before' 'now' 'then'  
 'Long ago' 'before' 'today' 'yesterday'

Using simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special'

**Skills gained**

Constructing the past	Sequencing the past	Continuity and change	Cause and Effect	Significance and Interpretation	Carrying out a historical enquiry	Using sources as evidence	Vocabulary and communication
<p>Identifying that things from the past might be different from today – technology, cars, houses etc.</p> <p>Begin to identify that history is being made all around them</p> <p>Begin to identify that they themselves are a part of history</p>	<p>Begin to identify that things have happened in the past, relating to themselves and within living memory</p> <p>Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents</p>	<p>Begin to identify that some things within living memory have changed and some things have stayed the same – growing up, changing teachers/classrooms etc.</p> <p>Begin to identify that certain things in history have changed or stayed the same – houses, clothing, materials etc.</p>	<p>Begin to identify that certain choices have a consequence to them – building a castle/wearing armour will make you safer etc.</p> <p>Begin to identify why certain things change over time like toys or trains</p>	<p>Begin to identify that some events and people from history are important because they have achieved something or had an effect</p>	<p>Start to ask and answer simple questions about people or events from within living memory</p> <p>Understand that, to answer a question about history, we might need to read a book, watch a video or look at an object</p>	<p>Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event</p> <p>Begin to identify which objects/ artefacts might be 'old' or 'new'</p>	<p>Begin to use simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'</p> <p>Begin to use simple words and phrases to describe events and people from the past – e.g. 'changed', 'different', 'stayed the same', 'special'</p>