

EYFS History LONG Term Planning Document

Understanding the World

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<u>Marvellous Me</u> Portraits Likes& dislikes Families People who help us	<u>Autumn</u> Light & Dark woodlands & animals Christmas food	<u>Winter</u> Changes in weather Snow& ice Hibernation Colour, texture & pattern	<u>Spring</u> Animals & young changes from when they were babies	<u>Spring/Summer</u> Growing & planting cycles	<u>Summer Journeys</u> Holidays local area pirates ocean animals
Chronological Understanding	- Retell events in correct order – own lives/families. - Share photographs of me and my family – who is older and younger. - Recall significant events in own lives and families – my birthday, my sister was born, I started Nursery etc. - Daily days of the week verse – Today is...tomorrow will be... - Visual prompts for activities – painting 1st, 2nd, 3rd, 4th Model & teach pupils the sequence then they ‘read’ prompts. - Natural world chronology of seasons discussed each term and with natural changes. - Small world tough trays model telling stories. - Stories showing routine or chronological order such as Peace at Last, Bear Hunt, Grandpa’s Journey/ Pupils to share what happened next, what did he do after that.					
Historical Enquiry	- Setting encourages questions about what is happening with prompts for staff talk, talk mats and visual timetables. - Pupils ask who, what, when, how questions – staff model and repeat pupils’ own questions with clarity. - Pupils give explanations of why things happened (staff model in setting)					
Knowledge & Interpretation	- Understand growth, decay and change over time. Discussed in natural world with outdoor play and daily at fruit/snack table with seeds. - Stories from the past about people who influence us – our grandparents, the Queen					
Vocabulary	<u>Understand and use vocabulary such as:</u> Yesterday, last week, at the weekend, this morning, last night How, why, because I can see, I saw, same, change, different, what happened? Why? because					

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Family Who am I?	Why aren't the woods silent at night? Guy Fawkes	Why is it important to look after planet Earth?	What happens on a farm?	What makes a story a fairy tale? King Charles	Where in the world are we? Journeys
Historical focus						
Historical image packs	<u>Homes & schools</u> (Links to our homes and schools today)	<u>London</u> (Links to Modern London display)	<u>Winter & keeping warm</u> (Links to how we heat our homes today)	<u>Farm & machinery</u> (Links to farm visit & spring)	<u>Queen Elizabeth's Coronation</u> (Links to King Charles Coronation images)	<u>Wakefield in the past</u> (Links to familiar places in Wakefield display)
Key non-fiction books	<u>Little People, Big Dreams: Marcus Rashford</u> Book looks at his ordinary home life and his dreams to be a footballer and his work to make sure no child goes without food.		<u>Little People, Big Dreams: David Attenborough</u> Looks at his life growing up and the fact that he wants to be close to animals.		<u>Little People, Big Dreams: Queen Elizabeth</u> Looks at Elizabeth as a young girl and how she loved horses. Use as an introduction to the coronation of King Charles on May 6th	
Chronological Understanding	<u>Compare & contrast characters from stories and figures from past:</u> - Read key text which tells real life stories chronologically sharing hopes and dreams of key character. Contrast with fictional stories to ensure pupils know some stories are about fictional characters but some people in history are real. <u>Use talk to organise, sequence and clarify thinking & events:</u> - Class timeline sequences events in real time as they happen in children's lives and added to timeline to build from Sept-July (in their living memory). Add seasons, Remembrance Day, Nativity etc - Images from past to show examples of then/now. - Visual timelines displayed in class to show pupils what happens chronologically in a day. - Daily days of the week verse.					
Historical Enquiry	<u>Engage in non-fiction books:</u> - Texts titles listed above used to answer questions such as who, why, when, where and how. - Use historical images to ask questions and order chronologically. - Use image packs each half term to discuss what things were like in the past. 3 images in each pack will give examples of how we used to live. Each links with					
Knowledge & Interpretation	<u>Pupils to use talk to organise, sequence & clarify thinking, feelings and events:</u> - Home corner and settings to prompt and encourage talk. - Carpet time – pupils share responses, sentences are modelled back to pupils and understanding is checked by teacher. - Small group work with adult will deepen questioning and understanding of area of work.					
Vocabulary	<u>Understand and use vocabulary such as:</u> Yesterday, last week, at the weekend, this morning, last night, old, new, older How, why, because, find out, I wonder what, if, when, why I can see, I saw, same, different, similar, change, what happened? Because, explain					

Early Learning Goals by the end of Reception:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.