



History

Early Years

This section of the document has been carefully planned in order to support transition into the National Curriculum to ensure transferable knowledge that can be built upon on entry to Year 1.

Links to the Early Learning Goals and supporting statements have been made only where strong enough and to support teachers to deliver learning with the correct subject context.



Foundation Stage- History Subject Content Chronology and Causation	
Nursery	Reception
<p>C1- Understand the key features of the life cycle of a plant and an animal.</p> <p>C1-Repeat actions that have an effect (0-12)</p> <p>C1- Begin to order a sequence of events, using terms such as first and then.</p>	<p>C1- Compare and contrast characters from stories, including figures from the past.</p>
<p>End of Foundation Stage outcomes: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	



Foundation Stage - History Subject Content Historical Enquiry	
Nursery	Reception
H1-Begin to make sense of their own life-story and family's history. H1- Establish their sense of self (0-12)	H1-Talk about members of their immediate family and community.
End of Foundation Stage outcomes: Talk about the lives of the people around them and their roles in society.	



Foundation Stage - History Subject Content Interpretation and Significance	
Nursery	Reception
<p>I1- Notice differences between people. Make connections between their family and other families.</p> <p>I2- Be able to express a point of view and debate when they disagree with an adult or a friend.</p>	<p>I1-Comment on images of familiar situations in the past.</p>
<p>End of Foundation Stage outcomes: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	



Nursery and Reception Learning Objectives	
Nursery	Reception
<ul style="list-style-type: none">• To be able to talk about their home and their family.• To be able to name the members of their family.• To understand that some members of their family are older than them.• To begin to learn about celebrations and events (e.g. bonfire night and participation in Remembrance Day activities at school).• To know that Winter comes after Autumn.• To begin to understand the concepts of yesterday, today and tomorrow.	<ul style="list-style-type: none">• To learn about members of my family.• To know that my grandparents and parents were born before them.• To understand seasonal changes in relation to the passing of time.• To share and discuss pictures of our younger selves.• To know that everyone begins life as a baby and grows to an adult.• To be able to make a timeline to show how we have grown so far and how we will grow in the future (baby to adult).• To look closely at how we have changed so far.• To be able to talk about how we have grown so far and the milestones we have achieved.• To look at differences between our past and now e.g. food, toys, clothes.• To measure ourselves and display our heights so that we can see how much we are growing as the year progresses.• To explore what life was like in the past (in direct comparison to our own lives today).• To examine images of homes, toys, transport and schools in the



	<p>past.</p> <ul style="list-style-type: none">• To be able to talk about simple similarities and differences between now and the past.• To investigate objects from the past and say what we think they are.• To learn to play games from the past that children enjoy today e.g. hopscotch.• To listen to adults share their memories of school and of being a child.• To learn about our current King and the Queen before him.• To understand the past through settings, characters and events encountered in books read in class and storytelling (The Queen's Knickers and King Charles 111).• To use the knowledge we have gained about life in the past for Queen Elizabeth 11 to talk about similarities and differences between then and now• To learn about the role of a monarch.• To learn about what a castle was used for.• To take part in Remembrance events in our school and the wider community.
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