Class 1 EYFS Long Term Overview – History (Understanding the World) *Past and Present*

What an EYFS historian needs to understand;

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

* That time passes in sequential order
* That there are key words/vocabulary associated with the passage of time
* That the passage of time changes us all
* That the passage of time changes the world around us
* We need to change what we do/wear in response to the passage of time
* That events/celebrations take place at specific points of the year

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| **Role of adult:**   * Adults model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians * Refer to visual timetable using language of time and correct tense * Sequencing a story with actions, small world and role play * Singing songs and nursery rhymes * Sequencing a story with actions, small world and role play * Reading and discussing stories and wordless books * Talking about why things happen in stories * Show interest in children’s lives and prompt the children to talk about who the people at home are and their memories by sharing own memories eg I remember when I was…. * Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. Adult model and encourage use of planned vocabulary related to theme/ occupation of role play eg opticians * Story maps (linked to TFW) | | | | | |
| **Continuous provision:**   * Photos of the children’s family and friends * Role play corner/ small world themes with different roles in the community (police, firefighters, doctors, nurses) * Share stories, songs and pictures from things in the past and present from a range of cultures * Visual timetable of the day and year (add as year progresses with birthdays, celebrations, holidays | | | | | |
| Term | Curriculum Content | Second Order Concepts/Key Questions | Powerful Knowledge | Misconceptions/Link to prior and future learning | Vocabulary |
| RECEPTION  Autumn 1  I’m special, I’m me! | * Talk about events over the summer – looking at the past in terms of their own family * Past in terms of their own life – what can you do now that you couldn’t do before? (human lifecycle) Describe a special time in your life (self, family, friends) * Own family history – pictures of them growing up to stimulate discussion – how have they changed? * Discussion about own family – portraits. How have you changed? Pictures of other family members when they were young. Order photos of family members. * Family tree * Seasons – passage of time * History of Flintham – houses, village hall as old school * Roles of people within school and the wider society – school staff | **Chronological understanding**  What came before? After?  How have you changed?  **Historical significance**  Tell me why that is special?  Tell me what happened  **Similarities and differences (themselves, other, families)**  What is the same?  What is different?  **Continuity and change between periods and within them (changes to themselves)**  *What has stayed the same?*  *What is different?* | **Personal knowledge**  I know who is in my family (at home and immediate family members e.g. Mum, Dad, Brother, Sister, Grandparents)  I know that my Parents and Grandparent’s have lived for longer than I have. I know that my Grandparent’s were born in the past.  Flintham School used to be in the village hall before it moved to where it is now. The village hall building was built long ago. It is very different to the building we are in now.  Many houses in Flintham were built in the past.  **General knowledge**  There are days of the week that repeat and go in order  There are seasons that repeat and go in order  The times of the day go in order and repeat everyday e.g morning is before lunchtime  A human grows and changes. Example; Babies can not talk. Toddlers begin to talk and say a few words. Children are able to say more words than toddlers. Adults use many different words.  Our face changes as we grow older. When we were a baby, we had no teeth. As a child the teeth start growing. Our face changes over time.  Somethings are the same and somethings are different.  Living things do not stay the same over time.  Other parts of our body change over time;   * We learn to walk * We learn to eat * We learn to talk   These are all things that we could not do as a baby.  A family tree and photos shows us the people in our family. People who have lived before us. | **Misconceptions**  All families are the same – everyone has a Mum and a Dad.  All children have grandparents.  Flintham village is the same as another village.  We all grow and develop at the same rate. E.g. Walking, talking.  **Link to prior and future learning**  **Future**  Spring 1 – Superheores and People who help us  Spring 2 - Into the Woods  Summer 1 – Transport and Farming  **Links to KS1 National Curriculum**  Class 2 – Living in Flintham  **Significant historical events, people and places in their own locality** | Ago  Family  Family tree  New  Old  Past/In the past  Before  After  Year  Celebrate  Baby  Child  Adult  Family  History |
| F1 | * My family including pets – who lives with me in my house? * Me and my friends – I can say who my friends are and how they are different/the same to me * Babies – what can they do? Look specifically at babies and say what they can and can’t do. Compare to themselves. * Who helps me at school? Teacher, headteacher and how do they help me? * Flintham – what can you see in Flintham? | | **Personal knowledge**  I know who is in my family; Mum, Dad, Brother/Sister  I can say if I have any pets or not.  Friends are people who I like to play with.  I can tell the difference between a baby and myself e.g. A baby can not walk but I can.  Teachers helps me when I am in school.  I know that Flntham has; Houses, a school and fields.  There are four seasons in the year. The weather changes during each of them. | | Then  Now  Family  Mum  Dad  Brother  Sister  Baby  Houses  School  Fields  A long time ago |
| Autumn 2  RECEPTION  Traditional Tales and Celebrations | * Remembrance Day – why do we remember? * Guy Fawkes – history of bonfire night * Life in a castle; what was it like to live in a castle in the past? Who would live in a castle? How did they change over time e.g. made out of wood, then stone. Traditions, clothing? * Winter seasonal changes – how has it changed since last season? * How have we celebrated birthdays in the past? * History of Diwali – why and how do people celebrate Diwali? How has the past had an impact on this now? E.g. Rama and Sita story. | **Cause and consequence**  What happened why?  **Historical interpretations**  Understand people have had different experiences  **Historical significance**  Tell me why that is special.  Tell me what happened.  **Continuity and change between periods within them**  What has stayed the same? What is different? | **Personal knowledge**  The nearest castle to us in Newark castle. Nottingham also has a castle.  **General knowledge**  People in our community celebrate special days. Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)  Remembrance Day is held every year to remember the people who died fighting in the war.  A poppy is worn to show that we remember and give thanks to those people who fought in the war.  We celebrate our birthday once a year. It celebrates the day we were born.  Guy Fawkes wanted to blow up the Houses of Parliament.  **General knowledge**  Castles are a type of home that was built to protect the people inside.  Some castles are still standing today, others have fallen down or are partially collapsed,  Some of the first castles built were made out of wood.  A dungeon was in the basement of a castle. It was where the prisoners were kept.  People who lived in the castle;   * Lord and ladies * Kings and Queens * Knights   Different features of a castle;   * Keep * Moat * Drawbridge * Arrow slits * Dungeon | **Misconceptions**  We are only remembering those that died in wars a long time ago.  That there was only WW1 and WW2 in terms of wars,  Making the link between a birthday celebrating the day they were born.  All people living in a castle were rich.  All castles were made out of stone.  Only Kings and Queens lived in castles.  Dragons lived in castles.  Things that are shiny are new.  **Link to prior and future learning**  **Prior**  Autumn 1 – I’m special, I’m me! (personal history – birthdays**)**  **Links to KS1 National Curriculum**  Class 2 – Living in Flintham  **Significant historical events, people and places in their own locality**  Class 2 – The Gunpowder Plot  **Events beyond Living Memory that are significant globally** | Then  Now  Remember/Remembrance  Poppy  Ago  New  Old  Past/In the past  Before  After  Celebrate  London  Houses of Parliament  Castles  Kings  Queens  Lords  Ladies  Soldiers  Castles  Keep  Moat  Drawbridge  Arrow slits  Dungeon |
| F1 | * Remembrance day – to talk about the poppy * Our own birthday – how do we celebrate our own birthdays? Can you remember how you celebrated your birthday last year? * Fireworks – How do we celebrate fireworks night? Bonfire night? Can you remember what you did last year * Castles – Looking at pictures of castles. Would you like to live in a castle? Discussion around photographs. Which castle would you like to live in? Why? How do they look the same/different to your house? * Look at some of the rooms in the castle and compare to rooms in their house. How are they the same/different? | | We wear a poppy to remember people who have died in wars. People wear a poppy on Remembrance Day.  We celebrate our birthdays in different ways. Some people see their family and friends. Some people have a birthday party.  Fireworks are seen on bonfire night. Sometimes there is also a bonfire which is a large fire. Some people like to go tot a fireworks display.  There are four seasons in the year. The weather changes during each of them. | | A long time ago  Celebrate  Birthday  Family  Poppy  Remember  Castle |
| Spring 1  RECEPTION Superheroes and people who help us | * History of the police, fire brigade – how has this changed over time? Transport? Facilities? What is it like now? * Roles of people in the wider community – how do these people help and support their local community? Link to Flintham. | **Chronological understanding**  What came before/after? How have you changed? How have your parents changed?  **Similarities and differences**  What is the same?  What is different?  **Historical interpretations**  Understand people have had different experiences.  Understand people have different things.  **Historical evidence**  Sort some objects in to old and new  **Historical significance**  Tell me why it is special.  **Continuity and change between periods within them**  What has stayed the same? What is different? | **General Knowledge**  There have been many changes over the years to people who help us e.g. The fire service, The Police and the Ambulance service.   * Uniform has changed * Transport the people use have changed e.g. Many years ago, the fire service used a horse to pull their equipment. * Equipment has changed.   Lots of people in our community help to keep us safe. These include; the police, firefighters and paramedics. | **Misconceptions**  That the public services e.g. police, fire, ambulance have always been the same as they are now.  That police/fire always travelled in cars.  Things that are shiny are new.  **Link to prior and future learning**  **Prior**  Autumn 1 – I’m special, I’m me – local history  **Links to KS1 National Curriculum**  Class 2 – Living in Flintham  **Significant historical events, people and places in their own locality**  Class 2 – Toys from the past  **Changes within living memory. Aspect of change in national life**  Class 2 – Florence Nightingale and Mary Seacole  **Lives of significant individuals in the past** | Then  Now  Ago  New  Old  Past/In the past  History  Before  After  Family  Uniform  Equipment  Transport  Community |
| F1 | * Police, fire brigade – how do these people help to keep us safe? * Explore the different people in the local community who help us. | | If there is a fire, we would call the fire brigade. If someone was feeling poorly we would call the paramedics. If someone has something stolen from them we would call the police.  There are lots of people who help to keep us safe. | | Police  Fire brigade  Paramedic  Safe |
| Spring 2  RECEPTION  Into the Woods | * Tree growth and change over time (e.g. woodlands) * Who was Robin Hood? What is they story of this legend? Where did he live? * History of the Teddy Bear – how have teddy bears changed over time? Especially the way some of them have been made. * History of their own teddy bear – why is it special to you? When did you get it? * Clothing – how were clothes made? Link to spinning wheel | **Chronological Understanding**  What came before/after? How has it changed?  **Historical Evidence**  Sort objects into old and new  **Similarities and differences**  What is the same? What is different? | **General knowledge**  Notice that things in nature change over time.  Robin Hood lived in Sherwood Forest. He lived with his merry men. There is no proof that he lived. It is a legend.  Teddy bears were invented in honour of a man called President Theodore Roosevelt. The leader of America many years ago.  The way some teddy bears are made have changed over the years. We now have new machinery to make some Teddy bears quicker. Lots of old teddy bears were made my hand and sewn by hand.  In the past, clothes and shoes were made by hand. They had to be sewn one at a time. Now, large machines make clothes which means they can be made quicker. | **Misconceptions**  Robin Hood was definitely a real person.  All teddy bears are made by large machinery now a days and no longer sewn by hand.  All clothing is made by large equipment now a days and no longer sewn by hand.  **Links to KS1 National Curriculum**  Class 2 – Living in Flintham  **Significant historical events, people and places in their own locality**  Class 2 – Florence Nightingale and Mary Seacole  **Lives of significant individuals in the past** | Ago  New  Old  Past/In the past  Before  After  Legend  CLothing |
| F1 | * Teddy bears – Discuss their own special teddy bear/comforter. Look at others and share similarities and differences. Compare to old teddy bears. What has happened to the teddy bear as it has got older? * Discuss if they have had their teddy bear for a long time. When did you get it? * What clothes do we wear at different times of the year? | | Lots of children have a teddy or a comforter that is special to them. (Discuss their own teddy and how old it is. When they got it etc)  We wear different type of clothes at different times of the year.  There are four seasons in the year. The weather changes during each of them. | | Then  Now  A long time ago  Teddy bear  Special  Family  New  Old |
| Summer 1  RECEPTION  Transport and Farming | * How has farming changed over time e.g. machinery/man power, ploughing, milking etc * How has transport changed over time? E.g. cars, trams/buses, cars. * History of farm machinery and farming – how has this changed? Difference between modern day and the past * History of space travel- first man on the moon and how space travel has changed over the years. | **Cause and consequence**  What happened? Why? (liked to why castles changed over the years)  **Chronological Understanding**  What came before/after? How has it changed?  **Historical interpretations**  Understand people have had different experiences.  Understand people have different things.  **Historical evidence**  Sort some objects in to old and  **Similarities and differences**  What is the same?  What is different?  **Continuity and change between periods within them**  What has stayed the same? What is different? | **General knowledge**  Farming has changed a lot over the years.  A long time ago, lots of things on the farm were done by human hands   * Cows were milked by hand * The land was ploughed using digging sticks which then moved onto animals pulling ploughs e.g. horses. cows * Crops (plants) such as wheat and corn would be harvested (collected) by hand.   All of these things took a long time. Now, farmers have machines to help them with lots of farming jobs which speeds things up.  Now   * Milk machines are used to milk cows instead of milking them by hand. * Tractors pull a large plough behind them to plough the land   Machines such as combine harvesters are used to harvest crops such as wheat and corn. They turn them into small grains straight away.  A horse and carriage used to transport some people around before other transport was invented.  Cars have been around for many years but they have changed. They have got better. Cars have used fuel for many years. Today, some cars now are electric.  An old bicycle is called a penny farthing. It had one large wheel and one small one.  Trains used to run using steam from boiling water. Steam trains do still run but electric trains are more popular.  Major Tim Peake became the first British astronaut in space for over 20 years when he blasted off for the International Space Station on 15th December 2015.  The first man on the moon was Neil Armstrong in 1969. | **Misconceptions**  That famers have always had access to large machinery to help them.  That cows have always been milked using machines/by hand.  Cars have always been around to get people fro, one place to another.  Places were as easily accessible as they are now e.g. travelling from A to B. (Time to travel etc)  Tim Peak travelled to the moon.  **Link to prior and future learning**  Autumn 1 – Local history  Spring 2 – Into the Woods  **Links to KS1 National Curriculum**  Class 2 – Living in Flintham  **Significant historical events, people and places in their own locality**  Class 2 – Toys from the past  **Changes within living memory. Aspect of change in national life.** | Ago  New  Old  Past/In the past  Before  After  Harvesting  Ploughing  Transport  Invented  Horse and carriage  Popular  Steam trains  Electric cars  Electric trains |
| F1 | * Transport – how do you get to school? How has this changed? How did people used to get to school many years ago? * How do they get from one place to another? What transport have they been on? Own experiences and own history – e.g. train, cars, buses, bikes, boats etc. | | Some people travel to school in a car. Some people travel to school by bus. Some people walk to school. This has changed from a long time ago as many years ago there were no cars or buses.  A long time ago, there were no cars so people would walk to school. Some people would travel to school in a horse and cart. | | Then  Now  A long time ago  New  Old  Car  Bus  Train  Boat  Bike  Rocket |
| Summer 2  RECEPTION  Around the World | * History of dinosaurs – when did they live? Extinction | **Cause and consequence**  What happened? Why? (link to dinosaurs)  **Chronological Understanding**  What came before/after? How has it changed?  **Historical evidence**  Sort some objects into new and old (seaside related)  **Continuity and change between periods and within them**  What has stayed the same? What is different? | **General knowledge**  Dinosaurs are extinct which means there are no longer any dinosaurs on Earth.  Most people agree that dinosaurs became extinct when a huge asteroid from space crashed into Earth which killed the dinosaurs. | **Misconceptions**  That travelling to the Poles when Captain Scott did is the same as now a days.  Dinosaurs lived alongside humans.  **Link to prior and future learning**  **Links to KS1 National Curriculum**  Class 2 – Toys from the past  **Changes within living memory. Aspect of change in national life.**  Class 2 - Nelson Mandella  **Lives of significant individuals in the past who have contributed to national and international achievements** | Ago  New  Old  Past/In the past  Before  After  Extinct/extinction |
| F1 | * Where have they been on holiday?– linked to around the world. Own personal history of places they have visited. * What special events/celebrations have they been part of? | | People go on holidays to different places.  There are four seasons in the year. The weather changes during each of them. | | Then  Now  A long time ago  Holiday  Seasons |

\*Link Nursery Rhymes into the topics to encourage discussion about changes over time e.g. Why didn’t Jack and Jill not just turn on the tap to get some water? Why didn’t Wee Willie Winkie not just use a torch? Why didn’t Polly not just switch the kettle on?