



History in Early Years

Main links to the seven areas of learning: [Understanding the World](#)

History: Nursery

[Understanding the World:](#)

- * Begin to make sense of their own life-story and family's history.

Geography: Reception

[Understanding the World](#)

- * Comment on images of familiar situations in the past.
- * Compare and contrast characters from stories, including figures from the past

[Understanding the World ELG](#)

Past and Present:

- * 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.

History: Year One

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key themes in EYFS History:

- * Talk about members of their immediate family and community
- * Name and describe people who are familiar to them
- * Comment on images of familiar situations in the past
- * Compare and contrast characters from stories including figures from the past

Ideas to enhance the settings:

- * Range of fiction and non-fiction books
- * Continued reference to stories, non-fiction texts and discussion based learning
- * Additional resources and artefacts for the children to handle and explore
- * Take the children into the local environment and explore the history of their immediate area and community
- * Starting off sessions with stories, lullabies, nursery rhymes and letting children then go and embrace them in their own imaginative roleplay.
- * Observe, listen and record what the children say and how they engage with stories without leading it yourself.

Key Vocabulary: Nursery	People, Cultures and Communities Now, Yesterday, Tomorrow, Before, Later, Soon, Old, A long time ago, Baby, Child, Adult, Birthday,
Key Vocabulary: Reception	People, Cultures and Communities Now, Yesterday, Tomorrow, Before, Later, Soon, Old, A long time ago, Baby, Child, Adult, Teenager, Birthday, Celebration, Christening, Wedding, Event,

