

Provision Mapping of History (Past and Present)

EYFS

Curriculum Coverage			
	Autumn	Spring	Summer
<p>Nursery</p>	<p>All about me.</p> <p>Drawing people in their family.</p> <p>Drawing and mark making to represent people who are important to them.</p> <p>Talking about Harvest Festival and why we have it.</p> <p>Making crafts for Halloween and talking about Halloween.</p> <p>Discussing and talking about Guy Fawkes and Bonfire Night.</p> <p>Discussing Christmas time and the meaning of Christmas.</p>	<p>Changes over time in weather.</p> <p>Sporting clothes for seasons.</p> <p>Animal babies-how animals change and grow.</p> <p>Life cycle of a butterfly.</p> <p>Easter celebrations and crafts.</p> <p>Planting of seeds/veg and herbs in the garden-recording changes over time.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Children know that the environment and living things are influenced by human activity and they can describe some actions which people in their own community.</p> <p>Developing an understanding of decay, growth and changes over time.</p> <p>To remember and talk about significant events in their own experiences.</p> <p>To recognise and describe special times or events for family or friends.</p>
<p>Throughout year</p>	<p>Celebrations of national and world events/anniversaries.</p> <p>Photos of timeline of day-learning chronological order.</p> <p>Days of the week.</p> <p>Discussion of weather and seasonal change.</p> <p>Talking about dates and birthdays.</p> <p>Talking about family members.</p>		

Key vocabulary	now, then, next, before, last, past, present, today, tomorrow, yesterday, previous, when, where, who, what, why, how, timeline, babies, children, grow, soon, age, a very long time ago, parents, grandparents, young, old, oldest, youngest, Autumn, Spring, Summer, Winter, Monday, Tuesday, Wednesday, Thursday, Friday, time, bed time, morning, afternoon, night time, happened, celebration, festival.
Example texts	Once there were Giants, This is our House, Dinosaurs Love Underpants, Handas Surprise, Henry's Freedom Box, Pirates Love Underpants,
Curriculum links	To show interest in the lives of people who are familiar to them.To remember and talk about significant events in their own experiences.To recognise and describe special times or events for family or friends.To show interest in different occupations and ways of life.To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about some of the things they have observed, such as plants, animals, natural and found objects. To talk about why things happen and how things work. To develop an understanding of growth, decay and changes over time. (30-50) months UTW.

Curriculum Coverage			
	Autumn	Spring	Summer
Reception	<p>Beginning to sequence stories and events.</p> <p>What I could do when I was a baby and now.</p> <p>Drawing people in their family and in their home.</p> <p>Talking about Harvest Festival and why we have it.</p> <p>Making crafts for Halloween and talking about Halloween.</p>	<p>Putting seasons in chronological order.</p> <p>Ordering a life cycle of a small animal-butterfly.</p> <p>Using language which relates to the passage of time.</p> <p>Children begin to talk and know about similarities and differences between things in the past and present.</p>	<p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</p> <p>Orders and sequence familiar events</p> <p>Measures short periods of time in simple ways</p> <p>Uses everyday language related to time</p>

	<p>Discussing and talking about Guy Fawkes and Bonfire Night.</p> <p>Discussing Christmas time and the meaning of Christmas.</p>	<p>Recalling a story using props and Story mapping.</p> <p>Looks closely at similarities, differences, patterns and change</p>	
Throughout the year	<p>Days of the week.</p> <p>Discussion of weather and seasonal change.</p> <p>Talking about dates and birthdays.</p> <p>Talking about family members.</p> <p>Celebrations of national and world events/anniversaries.</p> <p>Photos of timeline of day-learning chronological order.</p>		
Key vocabulary	<p>now, then, next, before, last, past, present, today, tomorrow, yesterday, previous, when, where, who, what, why, how, timeline, babies, children, grow, soon, age, a very long time ago, parents, grandparents, young, old, oldest, youngest, Autumn, Spring, Summer, Winter, Monday, Tuesday, Wednesday, Thursday, Friday, time, bed time, morning, afternoon, night time, happened, celebration, festival.</p>		
Example texts	<p>Once there were Giants, This is our House, Dinosaurs Love Underpants, Handas Surprise, Henry's Freedom Box, Pirates Love Underpants,</p>		
Curriculum links	<p>To look closely at similarities, differences, patterns and change. To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions. To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another. (40/60 Months/ELG)</p>		

Early Independent Learning Opportunities that link the EYFS Curriculum to Key Stage One objectives

Year 1 objective	What you will see in Little Explorers (2's)	What you will see in Nursery & Reception
using common words and phrases related to the passage of time and everyday historical terms	Learning new words and beginning to use them in talk. Talking about their home, family and things they have done. Talk about what they have done at home and school.	<p>Children begin to reference things that happened 'at the weekend' 'last week' 'yesterday'.</p> <p>Children begin to reference where they may have experienced something before in the past</p>
understanding some of the ways we find out about and represent the past	Looking at pictures of babies and talking about what babies need, use and can do. Children to draw pictures and talk about what they are. Children to sing older nursery rhymes and listen to stories that have different historical pictures.	<p>Using a visual timetable to talk about what has happened or is happening during the day.</p> <p>Looking at old photographs of family and themselves.</p> <p>Sequencing and ordering stories.</p> <p>Looking at photos of family members as babies, themselves as babies.</p> <p>Looking at non fiction books.</p> <p>Using ICT to research the past.</p>
fitting people and events into a simple chronological framework	Children to learn simple classroom routines and use a visual timetable. Children to know and sequence simple events physically such as getting dressed, bedtime routines. Children to recognise people who are special to them.	<p>Children can talk about and use a visual timetable.</p> <p>Children can predict it is snack time/home time/outside time based on routine of the day.</p> <p>Talking about birthdays of themselves and their families, talking about how old they are, who is the oldest/youngest.</p> <p>Children can order who is the youngest and oldest in their family.</p> <p>Children can fill in gaps in a story and remember what happens in a story.</p> <p>Children can use pictures to put a story in chronological order.</p> <p>Children can identify differences between night and day/morning and afternoon.</p>
learning about local events, people and places	Children to visit local environment such as lake, park, shops, nature reserve. Children to be familiar with school environment and adults and children in school. Children to be involved in events such as christmas, easter ect.	<p>Walk around the local area. (Lake/shops)</p> <p>Visit to the farm shop.</p> <p>Discussing homes around the community.</p> <p>Children are more confident with unfamiliar adults around school.</p> <p>Children can talk about their own home, grandparents home, friends home etc.</p> <p>Talks about why things happen and how things work. Develop an understanding of growth, decay and changes over time.</p>

		<p>Visit to Hancock museum/railway museum. Looking at flyers/leaflets from galleries/museums. Looking at non fiction books.</p>
<p>learning about nationally or globally important events beyond living memory</p>	<p>Children to experience small parties/events for national events eg St Georges Day/Bonfire night etc.</p>	<p>To recognise and describe special times or events for family or friends. Gets involved in national celebrations, making flags and discussing events. Can begin to understand that others may speak another language. Learning simple words in another language, days of the week in French. Use topics such as 'dinosaurs' to explore landscapes and volcanoes. To recognise and describe special times or events for family or friends, can then write about it and remember each others. Gets involved in national celebrations, making flags and discussing events. Can begin to understand that others may speak another language. Learning simple words in another language, days of the week in French.</p>
<p>learning about and comparing significant individuals from the past</p>	<p>Know who family are and can talk about my family and people who are special to me.</p>	<p>Learning about members of their family who are no longer living. Can talk about a time when they were not alive, using language of "before I was born". Using old fashioned resources in play. Learning about the royal family, past kings and queens. Learning and discussing prehistoric times and people. Exploring artefacts and looking at non fiction books. Use of ICT to research and explore people on the past. Looking at dressing/clothing in the past and comparing to now.</p>
<p>learning about changes within living memory</p>	<p>Talk about the things they have done. Begin to talk about events in their/ their families lives. Begin to talk about yesterday. Look at changes in the classroom and outdoor environment.</p>	<p>Looking at and discussing pictures of local areas which have changed. Looking at toys from the past/ICT in the past and exploring in play. Looking at pictures of themselves as a baby and talking about how they have changed. Using pictures and photos of local area and talking about how places have changed. Referring to seasonal change and can order the year in seasons. Can refer to themselves in the past and talk about things they can do now and what they couldn't do. Notice changes in each other and how people have changed.</p>
<p>ask and answer questions, choosing and using parts of stories and other sources to support their ideas</p>	<p>Can listen to stories and repeat phrases and answer simple questions about the books they read e.g. whos that ? Children to answer simple questions and ask adults for their wants and needs.</p>	<p>Can remember parts of a familiar story and remember what happens. Can use experience to predict what may have happened in a new story. Can talk about and answer simple questions about what they have done at home. Can use experience of stories to innovate</p>

		<p>and create a new ending. Asks appropriate questions about nonfiction stories and events. Shows an interest in learning about the past in books. Shows an interest in using search engines to research factual information.</p>
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