



Subject Coverage in the EYFS Curriculum

In the **EYFS Statutory Framework** there are seven areas of learning. It identifies 'History' as part of the 'Understanding the World' area of learning. At the end of Reception, children are assessed against the 'Early Learning Goals'. The **Educational Programme** for History is outlined in the Framework as:

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.

At Henley Green we use '**Development Matters**' to deliver the curriculum. This outlines everything we want the children to experience, learn and be able to do. Specific 'History' skills can be identified in the 'Understanding of the World' section. Elements of Communication and Maths are also particularly relevant for children to develop as historians.

	2 & 3 year olds will be learning to:	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication	<p><i>Our 'Little Acorns' provision focuses on developing the prime areas of:</i></p> <p><i>'Communication and Language', 'Physical Development' and 'Personal, Social and Emotional Development'</i></p>	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Develop their communication but may continue to have problems with irregular tenses and plurals. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. 	<p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths	<p><i>Social and Emotional Development'</i></p> <p><i>These early experiences work towards starting the children on their journey towards meeting our key outcomes for EYFS:</i></p> <ul style="list-style-type: none"> <i>Are independent and curious learners</i> <i>Are proud to be part of their school community</i> <i>Are confident communicators</i> 	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World		<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	<p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the 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.

The knowledge that children have of History will come from the national curriculum map (see separate document).

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ongoing Historical Objective: I develop my chronological understanding					
When planning for the learning you must develop this ongoing objective using the skills below:					
<p>I understand and use time phrases to describe the passing of time.</p> <p>I can recount changes in my own life.</p> <p>I understand how to sequence events and artefacts.</p>	<p>I use historical words and phrases to describe the passing of time.</p> <p>I know about events, places and people in the past.</p> <p>I understand how to sequence events, people and artefacts in order using a scale.</p>	<p>I can understand the terms century and decade.</p> <p>I understand what a timeline is and can use one to place events I have found out about.</p> <p>I understand that a time line can be divided into BC and AD/CE.</p>	<p>I can describe an event in terms of centuries and decades.</p> <p>I can name the date of significant events from the past and place them in the right place on a time line.</p> <p>I can understand that the past can be divided into time periods.</p>	<p>I can develop a timeline using an appropriate scale.</p> <p>I can independently place historical events accurately on a timeline.</p> <p>I can describe the main changes within a period of history.</p>	<p>I can independently develop a timeline using an appropriate scale.</p> <p>I can describe the main changes within a period of history.</p> <p>I can compare and contrast the changes in a different civilisations.</p>
Ongoing Historical Objective: I am learning to use sources to find out about the past.					
When planning for the learning you must develop this ongoing objective using the skills below:					
<p>I use evidence to help me find out about the past.</p> <p>I ask questions about the past.</p> <p>I answer questions about the past using evidence to help me.</p>	<p>I have used more than one type of source to find out about the past.</p> <p>I ask questions about the past.</p> <p>I answer questions about the past using sources of evidence.</p>	<p>I know what a primary and a secondary source is.</p> <p>I can use evidence to generate my own questions about the past.</p> <p>I use a variety of sources to answer questions about the past.</p>	<p>I can identify a primary and secondary source and say which is more reliable.</p> <p>I can look at two versions of the same event in history and identify differences in the accounts.</p> <p>I can follow a line of historical enquiry.</p> <p>I can choose suitable sources of evidence for my historical enquiry.</p>	<p>I know that people both now and in the past represent events or ideas in a way that persuades others.</p> <p>I understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>I give clear reasons why there may be different accounts of history.</p> <p>I choose reliable sources of evidence to help me answer questions giving reasons for my choices.</p>	<p>I can follow my own line of historical enquiry.</p> <p>I choose reliable sources of evidence to help me answer questions realising that there is often not a single answer to historical questions.</p> <p>I understand that it is important to know that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p>

Ongoing Skill: I am learning to communicate historically

When planning for the learning you must develop this ongoing objective using the skills below:

I can communicate historically using ICT.

I can communicate historically using writing.

I can communicate historically using my Maths skills.

(Each teacher to refer to English, Maths and ICT expectations in order to plan appropriate opportunities across the curriculum).

I can share what I have found out by telling someone. I can show what I have learnt through drawings, models, art, photographs and drama.	I can retell an event from the perspective of having been there I can use drama to improve my understanding of a historical event I can present to others what I have found out	I can use my historical understanding and empathy to communicate my ideas. I can communicate different viewpoints I can lead a discussion about a historical event, person or source.
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Ongoing skill: I am learning to use historical vocabulary

When planning for the learning you must develop this ongoing objective using the skills below:

now, yesterday, last week, when I was younger, when I was born, when I was a baby, a long time ago, a very long time ago, past, present, before I was born, when my parents/carers were young. recently, in 1666, before, after, during, modern, old, new, youngest, oldest, younger, older, next, then, historian, historical, began, eye-witness, diary,	century, decade, BC/AD/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, parliament, democracy, war, peace, evidence, source, invade, settle, immigration, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, , primary source, secondary source, ancient, enemies, reasons, evidence	court, alliance, power protestant, catholic, state Christianity, continuity, legacy, political, social, cultural, empire, government, citizen, religious, technological, industrial, ancestor, trade, media, press, propaganda, bias, source reliability
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