

EYFS History Curriculum Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Group Theme	US/PERSON		GROW/BLOSSOM		BEYOND/PLANET	
Subject Focus	Me in the past My family in the past with me My family in the past Things I can remember Things my family remember Things in the past my family talk about				Places I go Places I have been before Places I have never been Places my family have been to Places I know about	
Essential Questions/ Key concepts	Language framing the past, chronology and sequencing of events, people's views of the past are different because of their context and narrative, whoever writes the past gives it to others, memory and facts are often different				Where do people live? How do we get to places? Why can't everyone live in the same place? What are other places like? How do we know where to go?	
National curriculum-knowledge and skills	<ul style="list-style-type: none"> -Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. -They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. -They should be able to look at photographs of familiar objects and situations represented in the past -They should be able to recognize familiar themes, values and stories from a variety of times and cultures and comment on what is familiar, different, universal 				<ul style="list-style-type: none"> -Pupils should be able to talk about places they go, people they meet and jobs and roles they are familiar with -They should talk about places they know and what is familiar and how they remember how to get there using landmarks and their understanding of transport -They should comment on other places in the world and how life is similar or different for other children <p>(PEOPLE, CULTURE AND COMMUNITIES) Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Know some similarities and</p>	

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	(PAST & PRESENT) 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.		differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.
Spark, Trips, Visitors, events	Wymondham/Wicklewood walk Allotments Gressenhall		Local walk with a map and pictures Social stories of their family, people's jobs and their local landmarks Their homes and their rooms Familiar places and shops, etc
Diversity/PSHE links	Voices in history can be ignored and forgotten. History is often written by the powerful and the 'winners' Links to change and growth in ourselves		diverse famous people from across the country and world who have influenced change
Maestro/Cross- curricular links	Childhood, School Days, Memory Box		
Key vocabulary	Baby, birthday, human, memory, new, old, parent, toddler, past, present, childhood, museum,		map, landmark
Skills progression	<p>1a I can make some comments about things (features, events, people and themes) from the past</p> <p>1b I can sequence a few events or related objects</p> <p>1c I can use a number of time terms, such as 'now', 'then', 'yesterday', "days", 'week', 'month', 'year', 'nowadays', "past", 'old' and 'new'.</p> <p>1h I can pick out information about the past from sources like pictures, objects and stories</p> <p>1j I can talk, draw and write to show my ideas</p>		

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Prior knowledge check	Family photo albums. Who is in your family? Who are your grandparents?		
Assessment	<p>By the age of 7: Tell me about some people from when you were little Who do you know who is old? Do you know a story from the past? What is the same and what is different about these two pictures? · Why did these people do this/act like that? How do we know this a long time ago? How long ago was this? · How do we know things about the past? How can you find out about the past? Can you show me what you know about _____?</p>		

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