



History EYFS Curriculum Map

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 school trips 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.

In the EYFS settings at St Peter's Brafferton we have a carefully planned curriculum to ensure that early historical skills are integrated through our topic, provision and in some cases direct adult teaching.

	History Strands				
	Chronology	Enquiry	Significant People	Significant Events	Interpretation
End point 2-3 Year old	Understand daily routines	Make connections between features of their own family and other families	Notice differences between people	Enjoy listening to longer stories and recalling some events	Explore objects with different properties
End point 3-4 year olds	Begin to make sense of their own life-story and family's history	To talk about and begin to ask questions about stories to build familiarity and understanding	Show interest in different occupations	Talk about events in their own experiences that are important to them.	Talk about what they see with a wide range of vocabulary
Reception (DM and Curricular goals and ELG)	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Comment on images of familiar situations in the past Compare and contrast characters from stories including figures from the past	Talk about the lives of the people around them and their roles in society	Understand the past through settings, characters and events encountered in books read in class and storytelling	Children can sort objects/images into old and new and begin to use vocabulary link to history topic.

How is History taught in Helperbees? Themes and possible lines of enquiry	Helperbees Autumn Year A (Traditional tales, Animals, Festivals) Which special festivals do we celebrate every year? What did we do yesterday? When are our birthdays? Study of significant people/events e.g. bonfire night, Diwali Helperbees Spring Year A (Dinosaurs, changes and seasons) When did the dinosaurs exist? How do we know? How have we changed? What did I look like as a baby? Helperbees Summer Year A (transport and vehicles and books/authors) Which transport have I used? Which transport have my mummy and daddy used? What did they look like in the past	Helperbees Autumn Year B (Nursery rhymes, farms) What are the traditional rhymes we learn? Which nursery rhymes did my mummy/daddy learn? Were they different or the same? Helperbees Spring Year B (Adventure and families) Who is in my family? What was I like as a baby? How have I changed? Helperbees Summer Year B (Animals and under the sea) How do baby animals change as they grow into adult animals? What are the names of some baby animals?
How is History taught in Reception? Themes and possible lines of enquiry	Themes and possible lines of enquiry Reception Autumn Year A (All about me & festivals) How have I changed? What did I look like as a baby and how does this compare to now? Which special festivals do we celebrate at school? Reception Spring Year A (People who help us & spring and plants) Who are police officers and firefighters? What is their job? How do people help us? What were the firefighters jobs like a long time ago? Reception Summer Year A (Dinosaurs and around the world) What are dinosaurs and how long ago did they roam the earth? How can we find out about dinosaurs?	Reception Autumn Year B (Weather and autumn and toys in the past) What were toys like many years ago? What toys do I play with? What toys did my mum and dad play with? Reception Spring Year B (Transport and spring) What were trains like a long time ago? What were cars like a long time ago? Which transport have I used? Reception Summer Year B (Amazing animals and seaside) Have I been to the seaside? What was the seaside like in the past?
What history looks like in Year : History Objectives (See progression map for History Strands)	All about me • What was I like as a baby? • Were my parents born in the past? • Who is in my family? • What is my school like now and what was it like in the past? • What is Helperby like now? • What was Helperby like in the past? Dinosaurs • What is it like to be a real dinosaur hunter? • When did dinosaurs exist? • What are the different types of dinosaurs? • Who are the real dinosaur hunters? (paleontologists) • How do we know dinosaurs existed? • What happened to dinosaurs? The Great Fire of London	Transport • What transport do we use today? • How has transport changed over time? • What were trains like in the past? • What are trains like today? • Who was George Stephenson? Toys in the past • How did people use puppets to tell a story? • What was my favourite toy when I was a baby? • What playground games did children used to play? • How is my teddy different from the very first teddy bears? How is it the same? • What can we learn from a picture in the past? • What were toys made from in the past? What toys and games did my parents and grandparents used to play?



	• What was Stuart London like? • Could anyone have stopped what happened on 2 September 1666? • What did people do first? • What was it like at the height of the fire? • What was left of London? • What did the King do to make London better?	Seaside • What was going to the seaside like 100 years ago? • What kind of things did people do at the seaside 100 years ago? • How do we know what holidays were like 100 years ago? • Do we go on seaside holidays for the same reason people did 100 years ago? • How have seaside holidays changed over time?
What you may see in provision or the routines of the day	- Children are exposed to events such as VE day, Black History Month, Remembrance Day, Bonfire Night - Both EYFS settings use a calendar, days of the week songs and spend quality interaction time discussing things in the past with the children - Depending on the topic you will see books, photos, artwork that inspires the children - When discussing significant people, children learn about the significance of their own family history – families are a crucial part to their understanding.	
Vocabulary	- Past - Present - Family - Now - Today - Before - Me	