

History in the Early Years at St Columba's

EYFS Coverage

In the Early Years Foundation Stage children begin to learn that as they grow up they are increasingly able to do more things for themselves independently. This emerging knowledge and understanding can be used to explore crucial early historical skills. The Early Learning Goals at EYFS are very much focused on the memories of the child. It may be that they are asked to remember a special event or routine or custom for their family. They may talk about differences between different family members or different generations.

How will we provide this?

Many children within the EYFS will have younger and/or older siblings who they will see being involved in activities at a different level. This can be used to extend the children's learning and understanding of themselves and the world around them. By the time children are in Reception they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. These changes in times have an impact on what activities they can do (sleep, eat, play, home, holidays)

Opportunities

- Children will be asked 'What happened next?' after reading a story or looking at other sequences of events, such as getting dressed, planting a seed or making a sandwich.
- Children could bring in photographs of themselves as babies and to discuss how they have changed over time.
- Children will also explore patterns and routines and may be given opportunities to take part in events to celebrate time, like planting an anniversary tree.
- Children are encouraged to record their findings by drawing or writing.

- A group of children look at photographs of themselves and each other as babies and compare what they can do now with what they could do then.
- During the spring and summer, children will observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time.
- Children might bring in items from home to talk about, such as old toys their grandparents played with when they were little.
- Children will be given the opportunity to look at features in the local area . They will discuss how some buildings look older than others.
- Children will discuss events that occur regularly within their experiences, for example seasonal patterns, daily routines and celebrations.
- Children will develop a sense of change over time and help them to differentiate between past and present by growing plants or looking at photographs of their life.
- They will talk about past and present events in their own lives and in those of other members of the family or friends.
- Children will be encouraged to display investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if..?', 'What else could we try?', 'What could it be used for?' and 'How might it work?'
- Use language relating to time in conversations, for example, 'yesterday', 'old', 'past', 'now' and 'then'.

- Read stories that introduce a sense of time and people from the past.

BOOKS

Stories can be used as starting points for planning topics. Activities suggested below relate to 'Understanding the world' including Early Learning Goal 13 – People and communities:

- Children talk about past and present events in their own lives and in the lives of family members.
 - They know about similarities and differences between themselves and others, and among families, communities and traditions. *DfE (2017)*
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- Grandmothers Clock
 - Dogger.
 - Traction Man Is Here
 - That Rabbit Belongs to Emily Brown
 - Lost in the Toy Museum: An Adventure
 - The Amelia Jane Collection
 - Toys from the past Hardcover – 1 Jan. 2017
 - Let's Build A House
 - The House that Once Was
 - Step Inside Homes Through History
 - Home