

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

EYFS History Skills

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| <p><u>Changes within living memory</u> Sequence events in their own life so far Sequence family history Understand the way they have changed so far Recognise the changes that have happened within the family lifetime Recount episodes from the past</p> <ul style="list-style-type: none"> • All About Me • Remembrance | <p><u>Events beyond living memory</u> Comment on images of familiar situations in the past</p> <ul style="list-style-type: none"> • Nursing in the Crimean War • Farm History | <p><u>The lives of significant individuals in the past</u> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling. Recall answers to simple questions about the past from sources of information (eg story books)</p> <ul style="list-style-type: none"> • Mary Seacole | <p><u>Significant historical events, people and places in their own locality</u> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Christmas • Father's Day |
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EYFS History Knowledge

Autumn – All About Me / People Who Help Us/ Remembrance / Christmas then and now

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| <p><u>Changes within living memory:</u></p> <ul style="list-style-type: none"> • To order the life story of oneself (Chronological Understanding/ Historical Knowledge) • To explore individual family history (Historical Knowledge/ Interpretations of History) • To explore the changes that have happened within families' lifetimes (Historical Knowledge/ Interpretations of History) • To explore the lives of people around us and their roles in society (Historical Knowledge/ Interpretations of History) | <p><u>Significant historical events, people and places in their own locality</u></p> <ul style="list-style-type: none"> • To identify some similarities and differences between things in the past and now, drawing upon the experiences and what has been read in class. (Historical Enquiry) |
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Spring – Traditional Tales/ Mother's Day/ Mary Seacole

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| <p><u>Events beyond living memory:</u></p> <ul style="list-style-type: none"> • To identify some familiar situations in the past(Historical Knowledge/ Interpretations of History) | <p><u>The lives of significant individuals in the past</u></p> <ul style="list-style-type: none"> • To know about characters from stories, and how they can be considered heroes or villains(Historical Knowledge/ Interpretations of History) |
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| | <ul style="list-style-type: none"> • To recognise that figures from the past can be considered heroes and villains (Historical Knowledge/ Interpretations of History) • To identify why people did things, why events happened, and what happened as a result(Historical Enquiry) |
| Summer – <u>The Farm/ Father’s Day</u> | |
| <p><u>Events beyond living memory:</u></p> <ul style="list-style-type: none"> • To identify some familiar situations in the past (Historical Knowledge/ Interpretations of History) | <p><u>Significant historical events, people and places in their own locality</u></p> <ul style="list-style-type: none"> • To identify some similarities and differences between things in the past and now, drawing upon the experiences and what has been read in class. (Historical Enquiry) • To explore the past through settings, characters and events encountered in books read in class and storytelling (Historical Knowledge/ Interpretations of History/ Historical Enquiry) |
| Key Vocabulary | |
| Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now | |