



Broughton Community Schools EYFS History



How is this achieved?

Children know how to use sources such as family photos to explore family history.

Children know and understand the difference between the past and present.

Children know their immediate locality is part of a town, Aylesbury, which has changed over time.

- Hands on experiences such as a visit to MK Museum.
- Celebrating cultural diversity of children in the class. Bring in a special object from home to celebrate cultural diversity.
- Know about personal history including birthdays and celebrations. Bring in baby photos and talk about their timeline and their personal changes to introduce pupils to the idea of changes over time.
- Discuss routines e.g. talk about the previous day and recap language from the past.
- Interactions encourage pupils to talk about what they did yesterday, last week, at the weekend.
- Learn about lifecycles and growing plants to observe changes over time.
- Significant days including Remembrance Day, Bonfire Night, New Years and Chinese New Year.
- Personal history: how pupils celebrate Christmas, new year, Eid and birthdays throughout the year.

Children begin to make sense of their own life-story and their family's history.

Children know about and name members of their family including those from different generations.

Children know that childhood has changed over time in relation to aspects of life such as in schools and travel.

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.

Children know and use historical vocabulary such as after, before, past, present, new, old, time and change.

Children know the past is represented in a range of ways including through stories.

Children know and use chronology to order simple events in their life.

Children know how toys have changed over time.

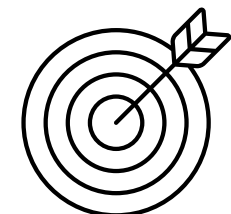
Children know how to use a range a range of sources to explain and explore similarities and differences from the past to now.

Children ask simple questions about the past.

- Disciplinary and procedural knowledge
- Asking questions to find out more.
 - Describing events in some detail.
 - Using new vocabulary in different contexts.
 - Engaging and discussing non-fiction books with curiosity.
 - Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
 - Starting to recognise that some people in the past or present are more significant than others.



Historian, after, before, new, old, now, past, present, time, important, significant



Talk about their own lives and family history.

Describe similarities and differences between things in the past and now.

Show understanding of time through stories, routines, and events.