

History in Foundation Stage at LIG

EYFS Understanding of the World (Statutory Framework): 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.

Early Learning goals - Past and present: Children at the expected level of development will:

- 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.

In EYFS, historical learning begins in Understanding the World, where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. In our termly overarching themes, children explore ideas relating to history and the passing of time. Examples include:

All About Me: children begin to make sense of their own life-story and family history by looking at photos and sharing family stories.

Festivals and Celebrations: learning about significant people and events such as birthdays and Bonfire Night.

The stories and language used in EYFS allows modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources. All areas of learning and development at the Foundation Stage are inter-connected. Through engaging in activities linked to history and historical enquiry, children not only learn about the world around them but develop disciplinary skills in all areas.

Understanding the World

This is a specific area of the Early Years Curriculum that includes essential skills and knowledge about the world and provides firm foundations on which children can build their historical understanding. Early Years children will be actively involved in play and exploration and be encouraged to be creative. They will be supported to think critically and ask questions, which will help them make sense of their world through well-planned play opportunities and a weekly UTW learning session. By the end of EYFS, children will; know the meaning of new and old and have an understanding that the past is what has happened before and the present is what is happening now. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

Objective	Year 1			Year 2		
	Toys past and present	Intrepid explorers	Local history: Changes within the school building over time.	Guy Fawkes and the Gunpowder Plot	Florence Nightingale	Local history: Changes within the village over time
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life						
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
Significant historical events, people and places in their own locality						

Historical Golden Threads

We have identified a set of key historical concepts that we have called golden threads that children will repeatedly revisit throughout their time at Lady Jane Grey. Our golden threads are: Exploration and Settlement, Empire, Monarchy, Religion, Culture and Community.

By revisiting these concepts regularly, pupils are able to make links between their learning from one topic and year group to another, as well as use this knowledge to make connections with the present day and their own lives. We want the children to be able to think about these concepts over a long time span.

How do we provide for all learners?

Most pupils enjoy learning about the past, but some struggle with aspects of reading and writing. Pupils are encouraged to work as independently as possible, but adjustments are made for those pupils with SEND. Teachers aim to make history accessible and engage pupils of all abilities by adapting planning; pre-teaching of vocabulary; live modelling during lessons; providing scaffolding, individual or group support or give additional time to complete tasks.