

History Medium Term Plan

| EYFS Foundation Stage 2 | | | | | | |
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| Overview | In our EYFS, children begin to develop their sense of chronology by talking about their own life story and the life story of family members. They are supported to communicate in the past tense when talking about things that have happened. Our children explore images of the past and make comparisons with the present. As part of our talk rich environment, children learn to tell everyday stories and share details of their own life-story, using the past tense, through extended and frequent back and forth interactions with engaged adults in the provision. Throughout FS1, the children will have several opportunities to describe important experiences such as birthdays and holidays based on pictures brought in from home. These opportunities will take place incidentally as well as through the topics outlined above. Children will learn to explore differences and similarities between the past and present, through guided observations, the children are scaffolded to notice what has changed and encouraged to make links between different parts of their life and learning experiences. | | | | | |
| Early Years Goals | Past and Present <ul style="list-style-type: none"> • 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. | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Foundation Stage 2 Milestones | <ul style="list-style-type: none"> • To talk how they have changed since they were a baby. • To know that they have a family unit that can / will change over time. • To name their family members and discuss them. Look at our school rounds and the history/changes within our school. | <ul style="list-style-type: none"> • To clearly recount a special time or event. • To try to understand that things change over time. Talk, draw or write about the aspects of the past. | <ul style="list-style-type: none"> • To talk about a special event in their life. • To know that their own experiences differ to those of others. • To identify and talk about a time when someone has helped them. | <ul style="list-style-type: none"> • To talk about a special event in their life. • To know that we all have different experiences in life eg. past and present. | <ul style="list-style-type: none"> • To use language related to the past eg. A Long Time Ago. | <ul style="list-style-type: none"> • To understand and talk about our own history and those of some other people. |
| Vocabulary | Old, new, past, present, yesterday, today, tomorrow, family, grandparents, history, traditional tales, change, different, same, History, future, today, tomorrow, yesterday, first, next, after, before, last week, yesterday, sequencing, order | | | | | |
| Resources to support learning | Timeline (personal), photo books of children as babies to present day, circle times talking about special events, vocabulary displayed in setting, recounting key events / visits at school and modelled chronological vocabulary to sequence events eg. Last week, yesterday | | | | | |
| Chronological understanding | <ul style="list-style-type: none"> • Through artefacts, stories, pictures and non-fiction material to find out about the features of some people's lives in the past and compare how things are similar or different today • Begin to identify that some things have happened before they were born – relating to family such as parents and grandparents | | | | | |