



# Curriculum Subject One Page Profile

## History in the Early Years



### Vocabulary/Language

**Nursery**  
**Chronology** - before, after, next, now, day, night, , new, morning , afternoon, end, first, last, days of the week, autumn, winter, spring, summer, then, too, soon, time, short, long, in a minute, repeat / repeated, reciting to 5 and beyond  
**Own life/ family history** - grow, change, old, young  
**Figures/ characters, settings, events** – King, Queen, prince, princess, castle,

**Reception**  
**Chronology** -history, past / in the past, present, future, long ago, ancient, yesterday, tomorrow, months, evening, finally, next week, this week, months of the year, days of the week, earlier, too late, time, longer / shorter, predict, time-line  
**Own life/ family history** -remember, time, younger, older, last year, used to, what will happen in the future / next, before I was born, when parents/grandparents were little, photograph, story  
**Figures/ characters, settings, events** - seasons, celebration, festival, picture, object  
**Familiar situations from the past (similarities and differences)** – When parents/ grandparents were little,

### Texts/ Nursery Rhymes

**Nursery**  
 Dinosaurs – C, FCS  
 Grand Old Duke - FCS

**Reception**  
 Little Red by Lynn Roberts – FCS  
 Halibut Jackson by David Lucas - FCS  
 Dinosaurs love Underpants by Mark Warner – C, FSP  
 The Night Pirates Peter Harris - FCS

*‘The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning’*

### Development Matters – Early Learning Goals

**Understanding of the World – Past and Present:**

- Children talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and things now, drawing on their experiences and what has been read to them
- Understand the past through settings, characters and events encountered in books read in class and story telling

**Key themes**

- Chronology (C)
- Own life-story and family history (OL)
- Figures / characters, settings and events from the past (FCS)
- Familiar situations from the past (similarities and differences) (FSP)

### Enhancements/ Continuous Provision

Place things in the home corner from the past – begin to encourage historical enquiry and a sense of curiosity  
 Little Red – The Belch Inn – an aged sign, old tankards and an old keg  
 Planting- chronology sequencing  
 Animals –sense of period e.g. dinosaurs  
 Lifecycles-chronology sequencing  
 Journeys/transport-vehicles, figures, characters, settings  
 Water play- pirates

# Preparing EYFS pupils for future learning

Themes/ Activities	Future Learning
<p><b>The Big Picture of Events Across Time:</b> autumn spring summer ongoing</p> <p><b>Chronology in Nursery</b></p> <ul style="list-style-type: none"> <li>- Understand and follow the daily routine with the use of a visual timetable</li> <li>- Understand that their birthday and some key festivals aren't celebrated every day, and some days are different from other days</li> <li>- Begin to develop an awareness of the different seasons</li> </ul> <p><b>Chronology in Reception</b></p> <ul style="list-style-type: none"> <li>- Understand, follow and talk about the daily routine using a visual timetable</li> <li>- Begin to understand that their birthday and some key festivals are annual and take place at different times of the year</li> <li>- Know that across the year there are four seasons</li> <li>- Understand and interact with a timeline that represents the school year e.g. showing birthdays, festivals, trips and other significant events</li> <li>- Begin to develop an understanding of past and present</li> </ul> <p><b>Own Life-story and Family History</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Begin to make sense of their own life-story and family's history</li> <li>- Develop an awareness of who is in their family – who lives in my house?</li> <li>- Begin to develop an awareness of different types of families</li> <li>- Understand that they were once a baby / a toddler e.g. when I was a baby / toddler ... (Chronology: Sense of Period)</li> <li>- Begin to understand that their parents were once babies and children (Chronology: Sense of Period)</li> <li>- Imitate everyday actions / events from family life</li> </ul> <p><b>Reception</b></p> <p>Meeting people who will help us</p> <p>Talking about people who have helped us grow- remembering when we were babies</p> <p>Talking about events in their own lives and recalling special times with their families. Birthdays, Christmas etc.</p> <p>Talk about growing up and becoming a positive member of the community.</p> <p>Talk about our next steps- transitioning into big school.</p> <p><b>Figures / Characters, Settings and Events from the Past</b></p> <p><b>Nursery</b></p> <ul style="list-style-type: none"> <li>- Develop an awareness characters, settings and events through traditional nursery rhymes</li> <li>- Develop an awareness of different characters, settings and events through stories</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>- Talk about The Royals and the Monarchy in England</li> <li>- Talk about how people used to grow their own food and compare fast food to natural produce.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Become familiar with fictional stories and rhymes set in the past</li> <li>- Become familiar with simple non-fiction texts about some significant figures from the past</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>- Begin to talk about similarities and differences between the lives of character's / figure's and their own – e.g. Little Red</li> </ul>	<p><b>Vocabulary Year 1</b></p> <p>memory / date / event / youngest / oldest / decade / century – chronology, awareness of the past</p> <p>Understanding past and present – KS1, LKS2 and UKS2</p> <p>Studying various points in history</p> <p>Understanding the passing of time and chronology – KS1 unit around London – similarities and differences</p> <p>Understand royalty and monarchy - UKS2 study of Medieval Monarchs – significant figures</p> <p>Prehistoric Britain (Early civilisations) – LKS2 – chronology, similarities and differences</p> <p>Twentieth Century conflict – UKS2 – significant events</p> <p>Guy Fawkes/ London – KS1 – significant figures</p>

