History Curriculum Map: Early Years with links to KS1

Trust Key Concepts →	Interpreting History through sources/artefacts	Significant Individuals (Settlements, Conflict, Civilizations)	Understand Chronology (Main events/people): timelines
End of Yr1 Composite knowledge	Interpreting History through sources/artefacts • ***Kings and Queens –*** *Images, Film footage of QEII coronation, Family Tree* • ***Toys*****:** *Toys from home, Toys from the past, Museum of Childhood, Brighton Museum Toys Timeline* • ***History of Flight –*** *Video footage of first flying attempts (Birdman), Materials – Aluminium etc*	Significant individuals: ***Know about the life of a significant person*** • ***Kings and Queens*** – Queen Elizabeth II, Queen Victoria, King Henry VIII, Queen Cleopatra • ***Toys*** - Barbie - Ruth Handler, Lego – Ole Kirk Christianson, Teddy – Morris Michtom • ***History of Flight*** - Wright Brothers, Montgolfier Brothers, William E Boeing	Chronology: ***Fit people and events into a chronological Framework*** • ***Kings and Queens*** - Ancient to Modern • ***Toys*** – Victorian England to Today • ***Flight*** – 1990s to Modern
End of EYFS Composite knowledge *Key thread/driver :*	• Children will explore a variety of primary & secondary sources and be able to respond and recall information e.g. objects, photos, non-fiction books etc.	• Know about the important people in their lives • Know about people who help us in our community	• Understand change over time • Understand and follow a visual timetable for daily routines • Know things that have happened in the past • Sequence events and stories with an understanding of chronological order
Early Years – Key Learning Experiences (adult led) (component knowledge)			
Nursery	• Family Books • Tapestry photos • Small world family toys	• Family Members • People who help us. Summer 2 – Topic	• Visual timetables – daily routines • Sequence of mealtimes • Sharing weekend and holiday news/special news
Reception	**Autumn 1 – All About Me** Finding out about families using photos **Autumn 2 - Transport** Toys/Photos – Old and new transport Trip on Bus to see the Bus Station **Spring 2 – Growing** Baby photos of teachers/children growing up. Observing plants growing over time Sequencing **Summer 2 – Traditional Tales** Sequencing pictures from the story chronologically	**Autumn 1 – All About Me** Important people – Our family members Autumn 2 – Transport Neil Armstrong Taxi driver – Visitor CC Bus driver – Visitor CC Summer 1 – Queen Elizabeth	**Autumn 1 –** Learn about visual timetable/daily routine. **Autumn 1** – Life cycle of Butterflies **Autumn 2 – Transport (Old and New)** To be able to describe how transport has changed. Discuss similarities/differences Spring 2 – Growing To understand changes over time by observing their beans growing. Sequencing order. To understand the chronology of their lives. Ordering photos of them as babies growing up.

			Sequencing time in Maths. Ordering Daily time table **Summer 1-2 - Traditional Tales.** Sequencing stories with an understanding of chronological order beyond our lives. Family Tree Project.
Key Vocabulary:	<u>Nursery</u> Yesterday, Today, Tomorrow, Last, Next, Before, After, Then, Now, Special, In order	<u>Reception</u> Earlier, Later, Younger, Older, Past, Present, Important, Significant, Sequence, Chronological	
Early Years Continuous Provision - environment/opportunities (independent and adult supported) *(ongoing through year)*	Family photo books reflecting families, cultures – available in reading area and across provision. Timeline in all classrooms. Nursery seasons. Reception months. Daily calendar. Nursery focus on days of the week, Reception focus on months of the year. Family photos displayed in the environment. Stories and non-fiction books available in Reading Area and across provision to support learning Family photo books reflecting families, cultures – available in reading area and across provision Small world opportunities – children to create their own environments, including homes, families etc Home Corner reflecting and representing different cultures and families		
Key Knowledge for Assessment New ELGs (2021/22) *Understanding the World*	**ELG: 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		