



## History Long term overview

EYFS History Skills		
Chronological knowledge and understanding	Historical enquiry – using evidence/communicating ideas	Knowledge and interpretation
To understand changes within living memory – i.e., what they were like as a baby, that their parents and grandparents lived before their lives To know that they have changed over time and will continue to change. To know what happened within their family lifetime. To know significant people and events that happened a long time ago.	To begin to use some historical language, such as past, today, tomorrow and in the future. To begin to understand that some stories are from past. To begin to ask questions about the past. To begin to communicate historical knowledge through; discussions, pictures, drawings and stories.	Children begin to recognise the difference between the past and their own lives. Children begin to understand that some things are old and some are new. Children begin to understand that events/people existed before their life began. Children know some significant people/events of the past i.e., Guy Fawkes

### EYFS: Framework

Understanding the World
Aim: 'guide children to make sense of their physical world and their community'
<b>Early Learning Goals:</b> <i>Children at the expected level of development will:</i>
<b>ELG: Past and Present:</b> <ul style="list-style-type: none"><li>• Talk about the lives of the people around them and their roles in society;</li><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>
<b>ELG: People, Culture and Communities</b> <ul style="list-style-type: none"><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li><li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li></ul>
<b>ELG: The Natural World</b> <ul style="list-style-type: none"><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li><li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li></ul>

EYFS History knowledge			
	Autumn term	Spring term	Summer term
<b>Chronological knowledge and understanding</b>	<p>Children know familiar situations in the past i.e., what they were like as a baby.</p> <p>Children recognise a story that is read to them may have happened a long time ago – Core text focus 'Halloween', 'Bonfire Night', Remembrance Sunday, The story of nativity</p>	<p>Children will know about growth and change, linked to generations in families. Grandparents invited in for discussions and story time.</p>	<p>Children will know about how things have changed since their grandparents were children – focus - jobs in the past and how they have changed over time</p>
<b>Historical enquiry- using evidence/Communicating ideas</b>	<p>Children will know about significant people from the past i.e., Guy Fawkes</p> <p>Children compare and contrast characters and stories, including figures from the past (nativity story).</p>	<p>Children will know why people celebrate festivals that happened in the past – Chinese New Year – Shrove Tuesday</p>	
<b>Knowledge and interpretation</b>	<p>Children comment on their immediate family and the community they live in. Children discuss parents and grandparents lived in a time before they were born.</p>	<p>Children comment on what life may be like when they are grown up.</p>	<p>Children will know about the roles of people in society – focus on emergency services, zoos, vets. Visit to Hamerton Zoo.</p>

Links to KS1		
Chronological knowledge and understanding	Historical enquiry – using evidence/communicating ideas	Knowledge and interpretation
<p>Children will know what a timeline is and sequence events on a timeline.</p> <p>Children will use dates to talk about people/events in the past.</p> <p>Children will be able to sequence artifacts based on when they were made/significant in history.</p> <p>Children know how long ago an event happened</p>	<p>Children will begin to understand how people find out about the past.</p> <p>Children will begin to understand why evidence collected can make historical facts.</p> <p>Children will be able to identify sources and use them to give basic information.</p> <p>Children will know and use appropriate historical vocabulary to communicate information.</p>	<p>Children will recognise the difference between the past and their own lives.</p> <p>Children will be able to recognise the difference and similarities between the past and their own lives.</p> <p>Children will know that building have changed over time and the reasons for this i.e., changes from the Great Fire of London.</p> <p>Children will know the impact of significant events/people of present day life.</p>



## KS1: History

Year 1	Autumn		Spring	Summer
	<i>Transition</i>	Toys	Significant People - Henry VII	Significant Places Local study – Peterborough Cathedral
Year 2	Significant People - Florence Nightingale and Edith Cavell		Significant Events - The Great Fire of London	Victorians and present day