

EYFS

Suggested lines of enquiry

- How have I changed since I was a baby?
- Why do we wear different clothes at different times of the year?
- What are our favourite celebrations each year?
- Exploration of toys and games

Early learning Goal

The World , People & Communities

Children talk about the **past and present events** in their **own lives and in the lives of family members**. They know that other children don't always enjoy the same things, and are sensitive to this. They know about the **similarities and differences between themselves and others**, and among **families, communities** and **traditions**.

To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

How will this enquiry help the children to make progress in history?

These activities address a number of key historical concepts of chronological awareness. The activities are presented through a cross-curricular approach that aims to develop children's learning across a range of the key learning areas. The children are introduced early on in their learning to methods which will help them to develop an understanding of chronology, which is essential for communication and language and numerical literacy. These historical concepts include:

- Beginning to use historical based language – language associated with the passage of time;
- A sense of uniqueness and of belonging to a community;
- Developing a sense of historical enquiry;
- Comparison and contrast, similarity and differences, variety;
- Historical narrative and sequence and a sense of chronology and duration;
- An introduction to handling artefacts and the use of evidence.

How this enquiry might be adapted for children of different ages and different abilities?

There are certain key ideas which are important that children of all ages and abilities acquire, namely:

- That times passes in sequential order;
- That there are key vocabulary associated with the passage of time;
- That time changes us all.
- That the passage of time changes the world around us;
- We need to change what we do/wear in response to the passage of time.

Older children within an EYFS setting/more able children could demonstrate a more in-depth understanding of these concepts by:

- More independence in exploring artefacts and using them in their own imaginative play;
- Being able to sequence stories
- Developing the concept of cause & consequence to moderate their own behaviour and see how their behaviour can impact on others.

	EYFS	Key Stage 1		Key Stage 2	
		Year 1	Year 2	Year 3	Year 4
Topics	<p>How have I changed since I was a baby?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p> <p>Exploration of toys and games</p>	<p>Buses old & new</p> <p>Prince Albert & the Christmas Tree</p> <p>Toys and Games</p>	<p>Space – Neil Armstrong</p> <p>Guy Fawkes</p> <p>Great Fire of London</p>	<p>Stone Age</p> <p>Iron Age</p> <p>Egyptians</p>	<p>Local History - Droitwich</p> <p>Roman Empire</p>
British History Knowledge	<p>Talk about important people in my life and those of people I know.</p> <p>Introduce people/creatures beyond living memory through stories e.g. knights, dinosaurs, pre-historic animals/people</p>	<p>Changes within living memory</p> <p>Significant historical events (people and places in their own locality)</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Events from beyond Living Memory that are significant nationally or globally (Great Fire Of London)</p> <p>Compare aspects of life in different periods</p>	<p>Changes in Britain from the Stone Age to the Iron Age (Stone Age)</p>	<p>The Roman Empire and its impact on Britain (including Boudicca)</p> <p>A significant turning point in British History – World War 2 and The Battle of Britain</p>
World History Knowledge	<p>Talk about events in my life and the lives of people I know-spoken and written recount of experiences.</p> <p>Linking past events with current news-e.g. moon landing celebrations</p>			<p>The achievements of the Earliest Civilisations - Egyptians</p>	
Range and Depth of Historical Knowledge	<p>Talk about and describe my home and the way I live. E.g. day to day life, things I do, my house, my family, etc.</p> <p>Talk about similarities and differences between my life and that of others.</p> <p>Describe similarities and differences between the lives of people.</p> <p>Talk about and describe the way people lived, e.g. day to day life, things they did, their house, their family, etc.</p> <p>Opportunities to role-play lifestyles e.g. in role-play area, through dressing up, appropriate resources</p>	<p>Begin to describe similarities and differences in artefacts and between ways of life at different times</p>	<p>Use a wider range of sources, including online resources, to find out about people and events in other times</p> <p>Identify some similarities and differences between ways of life at different times</p> <p>Begin to identify simple causes and consequences</p>	<p>Recognise differences and similarities in the everyday lives of people in time studied and compare to current day</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have had to act in a certain way</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events, identifying key causes and consequences</p>
Interpretations of History		<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – How reliable are memories?</p>	<p>Make simple inferences from pictures and photographs of people or events in the past</p> <p>Identify different ways in which the past is represented</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness and reliability</p>	<p>Explain why and evaluate the reliability and usefulness of a range of sources</p> <p>Recognise that sources can contradict each other and begin to explain why</p>

Chronology Skills	<p>Use simple everyday terms to describe the passing of time, e.g. new and old, now and then, etc. Talk about own life and those of people I know.</p> <p>Sequence objects and every day events within experience, in time order e.g. school day</p> <p>Talk about events in their life e.g. birthdays and the passage of time: growing-babies, toddlers, starting school, moving on. Reminding of and revisiting past learning/events in their school life</p>	<p>Sequence 3 or 4 events or objects from distinctly different periods in chronological order</p>	<p>Sequence artefacts closer together in time</p> <p>Sequence photographs/artefacts from different periods</p>	<p>Place the time studied on a time line</p> <p>Sequence events and artefacts</p> <p>Use dates related to the passing of time</p> <p>Sequence a several events</p>	<p>Place events from the period studied on a time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p>
Historical Enquiry	<p>Talk about and share experiences of the past and present modelling and encouraging appropriate tenses</p> <p>Talk about and describe artefacts from the past and present.</p> <p>Record memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing</p>	<p>Sort artefacts 'then' and 'now'</p> <p>Ask and answer questions related to different sources and objects</p>	<p>Using sources generate questions (why, what, who, how, where) and find answers using historical sources</p> <p>Discuss how reliable and effective different historical sources may be</p>	<p>Generate a range of questions to investigate</p> <p>Use a wide range of sources to begin independent research about a period</p> <p>Observe small details in artefacts and pictures and make realistic inferences</p>	<p>Use and compare evidence from a range of sources, making careful selections to build up a picture of a past event</p> <p>Generate and research a range of historical questions independently</p>
Organisation and Communication		<p>Discussion</p> <p>Drawing</p> <p>Drama/Role Play</p> <p>Making models</p> <p>Labelling/Simple recounts</p>	<p>Discussion</p> <p>More detailed drawings and paintings</p> <p>Drama/Role Play</p> <p>Writing in role</p> <p>Simple Reports</p>	<p>Discussion</p> <p>Select and organise data to answer historical questions</p> <p>Display findings in a variety of ways (Detailed fact files, non-chronological reports with annotated diagrams)</p> <p>Use simple software to present findings</p>	<p>Select data and organise it into a data file, considering carefully how to present it in an understandable way, considering alternative viewpoints</p> <p>Make choices about how to present findings in a variety of ways</p>