**EYFS Long Term Plan - History**

|  |  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Caterpillars | Themes | All about me | Colours Everywhere! | On the go | On the farm | Yummy foods | Seaside |
| Development Matters Objectives | **Understanding the World**  • Make connections between the features of their family and other families.  • Notice differences between people. | | | | | |
| Knowledge & Skills | Chronology:  I can begin to understand chronology ordering the school day.  Constructing the past:  I can see some similarities and differences between people.  To begin to understand that some things have a cause and a consequence (link to own actions or learning).  Enquiry Sources of Evidence:  I can begin how to ask simple questions.  I know how to find out the answers to simple questions e.g. how are they different?  Interpretations:  I can recognise that people celebrate special times in different ways. | | | | | |
| Vocabulary | now, next, today | now, next, today, what, where, when | now, next, today, what, where, when | now, next, before, after, today, what, where, when time, same, different, change | now, next, before, after, today, what, where, when time, same, different, change | now, next, before, after, today, what, where, when time, same, different, change |
| Butterflies | Themes | All about me | Celebrations of the World | Space | New life | Traditional Tales | People who help us |
| Development Matters Objectives | **Understanding the World**  • Begin to make sense of their own life-story and family’s history.  • Show interest in different occupations. | | | | | |
| Knowledge & Skills | Chronology:  I can begin to understand chronology as a linear sequence completing a familiar activity such as cleaning teeth, getting ready for bed using ‘now and ‘then’  I can to talk about when they were a baby to now (When I was a baby..)  I can an interest in the lives of someone who is familiar to them.  I can remember and talk about a significant event in their own life (e.g. birthdays)  Enquiry Sources of Evidence:  I can sort objects into ‘now’ and ‘then’ about my life.  I know that things have a cause and a consequence (link to own actions or learning)  I know how to ask simple questions.  I am beginning to have an awareness of ‘how’ and ‘why’ questions. E.g. How are they different?  I know about different people who help us.  Constructing the past:  I can notice some similarities and differences when comparing now and the past based on their own life experiences. I can comment images of familiar situations in the past such a ‘birthdays, Christmas’.  I can retell a familiar story.  I can retell stories about myself and my family.  I know that some things can change, and some things can stay the same linked to own life e.g. transitioning from nursery and starting school.  Interpretations:  I am beginning to understand some people have different views and celebrate special occasions in different ways e.g. birthdays. | | | | | |
| Vocabulary | now, before, after, first, today, old, time, years, new, change, | now, before, after, first, today, old, time, years, new, same, different, change, ‘a long time ago’, when you were a baby, past, now, next | now, before, after, first, today, old, time, years, new, same, different, | now, before, after, first, today, old, time, years, new, same, different, change, when you were a baby, past, now, next | now, before, after, first, today, old, time, years, new, same, different, change, ‘a long time ago’, when you were a baby, past, now, next | now, before, after, first, today, old, time, years, new, same, different, change, ‘a long time ago’, when you were a baby, past, now, next |
| **Reception** | Class Themes | All about me | Mini-beasts | Transport | The world | Under the sea | Superheroes |
| Development Matters Objectives | **Understanding the World**  • Talk about members of their immediate family and community.  • Name and describe people who are familiar to them.  • Comment on images of familiar situations in the past.  • Compare and contrast characters from stories, including figures from the past. | | | | | |
| Knowledge & Skills | Chronology:  I can understand chronology as a linear sequence (first, next, after that)  I can sequence events or activities linked to their own life or sequence events in a story using pictures.  I can identify things in the past linked to their own life or from stories / songs/nursery rhymes e.g. last weekend, last year  I can talk about ‘now’ and ‘then’.  I can ask simple questions to others.  Enquiry Sources of Evidence:  I can sort known objects, images or other sources of evidence into ‘old’ and ‘’ new”.  I can look at objects from the past such as an old turn dial phone, suitcase, camera and discuss what they are used for.  I can see some similarities and differences when comparing now and the then.  Constructing the past:  I can compare and contrast characters from stories, including figures from the past.  I can join in events at school to commemorate and remember significant events and people.  I can understand people have different views and ways they remember events.  Interpretations:  I can recognise people have different beliefs and celebrate special times in different ways.  I can comment on images of familiar situations in the past. | | | | | |
| Vocabulary | now, before, after, first, today, yesterday, tomorrow, time, years, same, different, change, ‘a long time ago’ | now, before, after, first, today, yesterday, tomorrow, time, years, new, weeks, same, different | now, before, after, first, today, old, new, yesterday, tomorrow, time, years, new, weeks, same, different, change, ‘a long time ago’, future, present, past | now, before, after, first, today, old, new, yesterday, tomorrow, time, years, new, weeks, same, different, change, ‘a long time ago’, future, present, past | now, before, after, first, today, old, new, yesterday, tomorrow, time, years, new, weeks, same, different, change, ‘a long time ago’, future, present, past | now, before, after, first, today, old, new, yesterday, tomorrow, time, years, new, weeks, same, different, change, ‘a long time ago’, future, present, past |
| **Early Learning Goals** | • 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 | | | | | | |