**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 |