


History Long Term Plan EYFS

Term History substantive concept	Autumn 1 Leadership People who help us – Family, teachers	Spring 1 Civilisation Our Home Town	Spring 2 Rights People who help us –Police	Summer 2 Migration/ Invasion Welcoming others
Big Questions	Who are the people that can help us? Why do we need leaders?	What can I find out about my home town?	What roles do the police have? How do they help us?	How long have I lived here? How long have my parents and family lived here? Why did a friend or relative move to Morecambe?
Key Vocabulary	Family, Mum, Dad, Grandparents, Brother, Sister, Leader, Community	Local, Morecambe, town, home, past, time	Police, uniform, community, museum, local, Morecambe	Morecambe, similarity, difference, country, welcoming, moving
History Substantive knowledge	<p>To be able to recognise members of their own families.</p> <p>To be able to explain how they can help others.</p> <p>To be able to identify family members that can help them and how.</p> <p>To know who can help them in our school community and how.</p> <p>To explore the local community to identify places where people can help them.</p>	<p>To be able to identify important places in their local area.</p> <p>To be able to recognise important landmarks in their home town.</p> <p>To know who important people are in their home town.</p> <p>To recognise how their home town has changed over time.</p>	<p>To be able to understand the role of a police officer.</p> <p>To identify key features of a police officer's uniform.</p> <p>To recognise how a police officer can help us in our community.</p> <p>To have a simple understanding of how policing has changed over time in our local area.</p>	<p>To be able to talk about their home town.</p> <p>To be able to compare some similarities and differences between their local area and to those in other countries.</p> <p>To be able to explain why others move to Morecambe.</p> <p>To be able to identify how they can make others feel welcome.</p>
	<p>Birth to 5 (People and Communities) Shows interest in the lives of people who are familiar to them.</p>	<p>Birth to 5 (The World) Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Talks about the features of their own immediate environment.</p>	<p>Development Matters Name and describe people who are familiar to them.</p>	<p>Birth to Five matters (People and Communities) Knows about similarities and differences between themselves and others and among family communities, cultures and traditions.</p> <p>(Sense of Self) Recognises that they belong to different communities and social groups and communicates freely about home and community.</p>

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<p>High quality texts</p>	
<p>Education Programme</p>	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>
<p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> • Playing and exploring - children investigate and experience things, and ‘have a go’ • Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things
<p>Early Learning Goal</p>	<p>ELG: Past and Present Children at the expected level of development will-</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

Key Learning linked to the Past and Present – Historical Development				
Communication	Observe	Describe	Research	Recall
<p>Talk about key events, in own lives, about family, friends and other people including significant people.</p> <p>Talk about key roles people have in society both in the present and in the past.</p>	<p>Show an interest in significant events and experiences in the lives of others, including friends and family members and through books.</p>	<p>Describe the features of objects, people and places at different times and make comparisons.</p> <p>Talk about what is the same and what is different.</p>	<p>Find out about people, places, objects, ask questions, use different sources to find the answers, including books.</p>	<p>Talk to others about what they know about a key person, character, event from the past.</p>
Chronology			Vocabulary	
<p>Order simple experiences in relation to themselves, and others including stories, events and experiences.</p>			<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>	