

# Clee Hill Community Academy: Early Years Curriculum

## Understanding the world

### History Curriculum – EYFS past and present

#### Pillars of knowledge:

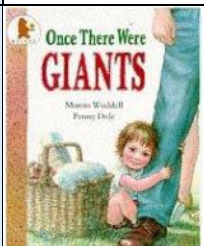
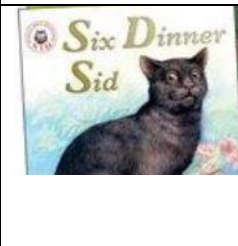
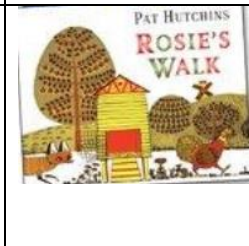
- Substantive - knowledge of the past
- Disciplinary - how historians find out about the past and how they shape their arguments
- Historical enquiry.
- Chronological awareness

#### Substantive concepts: Agriculture, Church, Trade, Settlement, Monarchy, Kingdom

#### Continuous routines: Past and Present

- Talk about the lives of the people around them and their roles in society (see people we will learn about).
- 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. They will listen to stories that help them to develop concepts of kings, queens, castles etc.
- They will make sense of simple timelines (list the timelines taught/explored) and use the language of time. Repeated use of vocabulary: **now, then, next, after that, before...**
- Learn through play (consider vocabulary adults use): shops, markets, homes, ‘tea parties’, food, families, communities, farms, kings & queens, transport e.g. bus driver. See environmental checklist for [Nursery](#) and [Reception](#).

<b>Nursery</b>	<ul style="list-style-type: none"> <li>• Read stories which contain characters who are royal – prince, princess, king, queen, <b>King, queen, prince, princess</b></li> <li>• That dinosaurs once lived on the planet</li> <li>• To talk about things that happened yesterday or are happening tomorrow. <b>old, new when I was younger, a long time ago, today, tomorrow.</b></li> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• That birthdays are celebrations . <b>birthday</b></li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society ie King Charles III is the King of the United Kingdom <b>King Charles</b></li> <li>• Talk about features of local change in the context of Clee Hill within their living memory i.e roadworks or if any new shops/buildings appear locally</li> <li>• Understand how life has changed over time for their family</li> </ul>

	<ul style="list-style-type: none"> <li>• Comparing toys from the past with modern day toys</li> <li>• Use common words and phrases relating to the passing of time <a href="#">History, present, now, today, yesterday, last week, before my parents were born, before, after, next, last, when I was born, before I was born,</a></li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• That we celebrate someone's birthday every year at the same time because this is when they were born</li> </ul>					
<b>Reception Curriculum by half term</b>	<b>Autumn 1: All about me</b> <ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class i.e. a long time ago...</li> <li>• Has a sense of own immediate family and relations</li> <li>• Talks about past and present events in their own life and in the lives of family members – family timelines</li> <li>• To understand how life has changed over time for their family</li> </ul>	<b>Autumn 2: Celebrations</b> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines -celebrations</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions – celebrations,</li> <li>• Stories from the past in assembly – i.e. Bonfire Night</li> </ul>	<b>Spring 1: Amazing animals</b> <a href="#">Names of animals including sheep, pig, cow.</a>	<b>Spring 2: What I want to be</b>	<b>Summer 1: Plants</b>	<b>Summer 2: Bear hunt</b> <ul style="list-style-type: none"> <li>• Toys were popular in the past (withing their parent's lifetimes and beyond).</li> <li>• Comparing toys from the past and present – similarities and differences.</li> </ul>
<b>Books linked specifically to past and present</b>						
<b>Core stories and books we read to the class: <a href="#">Nursery &amp; Reception</a></b> Look at books with opportunities for monarchy, agriculture etc.						

**How we teach chronology (routines):**

- Use everyday language related to time
- Order and sequence familiar events
- Describe main story settings, events and principal characters.
- Talk about past and present events in their own lives and in lives of family members.
- Talk about things that happened yesterday or are happening tomorrow.
- Remember and talk about significant events in their own experience

**People we learn about:**

Farmers