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| **EYFS History intent**  |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic Name:** | **Dangerous dinosaurs**  | **Winter****wonderland** | **Starry night** | **Long ago** | **Big wide world**  | **Animal safari** |
| Lesson name and skills:Knowledge: | Knowledge * 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 and museums to meeting important members of society such as police officers and firefighters.
* 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.

Skills* Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.
* Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.
* Name and describe people who are familiar to them.
* Dangerous dinosaurs- how life is different to that in the prehistoric age. Explore changes through volcano experiment.
* Can talk about what they have done with their families during Christmas’ in the past.
* To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.
 | .N/A |  | Knowledge * 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 and museums to meeting important members of society such as police officers and firefighters.
* 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.
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Skills* Changes in ourselves over time (Long ago).
* Comment on images of familiar situations in the past (Black Country Living Museum).
* Compare and contrast characters from stories, including figures from the past.
 | N/A | N/A |

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| **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | significant historical events, people and places in their own locality. | develop an awareness of the past, using common words and phrases relating to the passing of time | know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods | use a wide vocabulary of everyday historical terms. | ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. |  understand some of the ways in which we find out about the past and identify different ways in which it is represented. |