



**DARE to Learn Curriculum**

**History**

# EYFS Knowledge and skills overview:

**Topics chosen must cover the following areas from Development Matters:** Comment of images of familiar situations in the past, Compare and contrast characters from stories, Compare and contrast figures from the past

**ELG'S: *Past and Present* Children at the expected level of development will:** - 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.

Year Group	Magical Me	Stories...	Into the woods	Explorers	One Earth	Up, up and away	
<b>Topic</b> <b>Matters, skills, processes</b>	What makes me Magical?	What happens in 'once upon a time'  Were there Elves in the Stable?	Whose are those claw marks and where do they go?  <u>LOCAL STUDY</u>	Would you find a Polar bear in the Rainforest?	What can you find in the ocean?	Do all Superheroes fly?	
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	Children to sequence key moments of their lives (sequence through discussion, photos / pictures, e.g. as a baby, going to nursery, starting school					Introduce the children to a range of comic book characters (Super heroes, how has the art work changed over time – sequence three or more superheroes	

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	– include key moments personal to them and discuss					through time.(Self-initiated task)  Allow opportunities to sketch and explore superhero pictures through time.	
<b>Characteristic features</b> of period/ person/ events studied		Find out about the differences and similarities of their family and those in their class and compare to a range of stories from around the world – Share a range of stories from different cultures / times		Learn about Earnest Shackleton – Who was he, what did he do?  Create a character profile of him and use what they have learnt in their Role play.		Using a range of real life superheroes (Doctors, Nurses, firefighters etc) sort in to those that are from the current day and those from the past – add labels, discuss reason for sorting – what clues are there it is from the past	
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	Children to identify and discuss how they have changed over time, what can they do now they couldn't do as a baby?			Create a setting use a range of loose parts and small world / Large outdoor equipment to re-create the Endurance and the journey Shackleton made		What the same / different between old fire fighters / new fire fights (This can be revisited by Year 1 during Fire of London topic).  Explore in role play and small world – bringing old ways into play. (Bucket vs hose etc)	
<b>Cause/ consequence-</b> why people did things/ causes and results of events and changes	Ask simple questions about why they have changed, e.g., why don't they use the potty anymore, sleep in a cot.			What has changed because of Shackleton?  Ice caps – link to maths and measuring Discuss how they are melting and pre teach	Changing of ice caps and pictures of the north / south pole – look at pics from Shackleton period compared to today.		

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				environmental changes which can be revisited in One Earth.			
<b>Significance</b>	Children to identify a special memory			Link Shackleton to the schools values – what kind of man was he			
<b>Interpretation –</b> explore ways we find out about the past and how it is represented		Use stories to encourage children to distinguish between fact and fiction		Children to use a range of sources to find out about Shackleton, books, pictures, ipads,			
<b>Historical enquiry –</b> asking /answering questions; using sources to find answers and show understanding		Ask how, what, why questions to learn more about characters and real people from books – can be addressed in depth during book talk.		Have a visit from Shackleton – Hot seat asking questions to find out about the past		Pose questions to a real life superhero – if possible a fire fighter.  Interview using the stage a firefighter from the past – teacher to model	
<b>NB</b> you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit.							

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