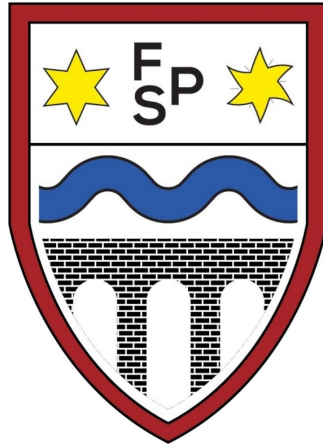


Feniscowles Primary School

Striving for Excellence



EYFS

*How we begin our
journey to become
Historians*

Understanding the importance of historical concepts

When planning History for children in the EYFS (and at any stage of learning) it is particularly important to embed provision in the core concepts or main ideas, principles, and theories which underpin the subject. Concepts are the intellectual building blocks of any subject and from a young age they enable learners to connect abstract thoughts and information to deepen their understanding of the knowledge they have learned.

At Feniscowles Primary School, the key concepts that underpin the study of history are:

Change

The process or actions by which something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Change can be positive and precipitate social and economic progress, or it may be considered regressive and have negative outcomes. Historians seek to identify, describe, explain, and evaluate the impact of change over time.

Continuity

Although many things about a society may change over time historians recognise that other aspects of life and living conditions such as cultural and religious traditions, institutions and economic systems can and do remain much the same.

Causation

The relationship between events where one thing occurs because of another. Causation recognises that every event is the consequence of something that has happened previously, and this most recent event will in turn be the cause of something occurring in the future.

Significance

The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.

Similarity and difference

Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.

Perspective

When attempting to interpret and make meaning of the past historians recognise that judgements are influenced by the standpoint or world view of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences. Consequently, historians will frequently see the same event differently and use different language to make sense of it.

Sources

Written, visual or artefactual evidence from the past which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.

Chronology

Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of *chronological thinking* – the deliberation undertaken to arrive at a decision.

Empathy

The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they are not shared values) from their perspective.

EYFS: History Investigation

Focus: Using stories to develop an understanding of historical concepts

Key content threads

- Exploring historical concepts in stories to help understand both past and present.

Concepts are the big ideas around which learners from a very young age begin to construct their knowledge and understanding of the past. They are the building blocks upon which learners assemble otherwise isolated facts to make meaning from their learning. Stories play a hugely important role in how young children begin to make sense of the world. Through stories children can begin to understand the wider world and things beyond their own experiences. Stories provide opportunities for children to use their imagination and act out situations as many times as they need or want to, in order to better understand something and extend their knowledge.

Highlighting and exploring historical concepts in stories about the past with young children supports them to make insightful connections between the past and present and in time transfer the knowledge gained into new situations. The lines of enquiry in this investigation illustrate how key historical concepts can be discussed and explored with young children using a range of exemplar texts.

Understanding the world: Primary learning objectives

Through their learning children will begin to:

- Comprehend the passing of time.
- Develop an understanding of 'past' and some people, places and events in history.
- Recognise similarities and differences between things and ways of life at times in the past and now.
- Begin to understand that one historical event is often caused by another.
- Identify that historical events often occur in an order or sequence.
- Use sources, firsthand experiences, and storytelling to construct accounts of past times and people.
- Talk about the roles of significant members of society.
- Acquire new subject vocabulary to create narratives to communicate their developing historical knowledge and understanding.

Links to Development Matters (from September 2021)

Nursery aged children will need opportunities to:

- Talk about their life story
- Talk about photographs and their special memories

History overtly starts with Reception aged children.

Reception aged children will need opportunities to:

- Comment on images in the past
- Visit local areas of historical importance
- Handle artefacts
- Begin to organise events using basic chronology

- Develop an understanding of past and present
- Explore similarity and difference
- Consider how life was different in the past
- Listen to accounts from the past
- Recognise that life was different before they were born
- Compare and contrast characters from stories, including those from the past

‘Birth to 5 Matters’ has been produced as alternative guidance for the sector. This document has retained the original ‘Development Matters’ aspects within UtW and does not therefore recognise ‘Past and present’ other than within the statutory ELG. However, there are references to ensuring children gain a developing understanding of the past as seen in the following examples:

Page 83: ‘People and communities’

- **Example of what a child might be learning:**
Talks about past and present events in their own lives and in the lives of family members
- **Example of what adults might do:**
Share stories about people from the past who have an influence on the present
- **Example of what adults might provide:**
Provide ways of preserving memories of special events

Historical concepts

- Cause and consequence
- Continuity and change
- Similarity and difference
- Sources
- Chronology
- Perspective

Historical skills

- Identify
- Recognise
- Describe
- Observe
- Recall
- Sequence
- Compare and contrast
- Speculate
- Infer
- Deduce
- Reason

Suggested texts

When I Was Like You by Jill Paton Walsh and Stephen Lambert.

Once There Were Giants by Martin Waddell and Penny Dale.

The Growing Story by Helen Oxenbury.

My Great Grandpa by Martin Waddell and Dom Mansell.

When I Was Little: A Four Year-Old’s Memoir of Her Youth by Jamie Lee Curtis, illustrated by Laura Cornell.

Starting School by Janet and Allan Ahlberg.

Four Stories About Our House by Emma and Paul Rogers, illustrated by Priscilla Lamont.

The Toymaker by Martin Waddell and Terry Milne.

Toby and the Great Fire of London by Margaret Nash and Jane Cope.
Vlad and the Great Fire of London by Kate Cunningham, illustrated by Sam Cunningham.
Samson's Titanic Journey by Lauren Graham and Roisin Mathews.
Peepo! By Janet and Allan Ahlberg.
A Street Through Time by Steven Noon.
The Wolf's Story: What really happened to Little Red Riding Hood by Toby Forward and Izhar Cohen.
The True Story of the 3 Little Pigs by Jon Scieszka, illustrated by Lane Smith.
Jack and the Beanstalk, retold by Anna Milbourne, illustrated by Lorena Alvarez.
The Gunpowder Plot (Beginning History) by Liz Gogerly.
Grandpa Bodely and the Photographs by Caroline Castle and Peter Bowman.
Wilfrid Gordon McDonald Partridge by Mem Fox, illustrated by Julie Vivas.
Tutankhamun and the Golden Chariot by Damian Harvey and Graham Philpot.
Theo and the Velvet Onesies by David Weatherly, illustrated by Mike Hughes.
Rosie Sends a Signal by David Weatherly, illustrated by Mike Hughes.

Possible lines of enquiry

The following enquiries draw upon the Characteristics of Effective Learning – *playing and exploring*, *active learning* and *creating and thinking critically* which support the development of historical thinking, knowledge building, language acquisition and the formulation of concepts.

Line of enquiry 1: Continuity and change

Secondary learning objectives

- Recognise how they have **changed** since they were a baby
- Recognise and describe how some familiar things and places were **different in the past**
- Begin to make sense of their own life story and **family's history** (Nursery)
- Comment on images of **familiar situations in the past** (Reception)
- Compare and contrast characters from stories, including figures from **the past** (Reception)
- **Remembers** and talks about significant events in their own experiences
- Talks about **past and present events** in their own life and in the lives of family members

Key vocabulary to introduce or consolidate

Steam engine, carriage, ice-cream van, boat, sail, engine, harbour, quay, lighthouse, evening, park, Summer, plant, blossom, orchard, ripen, barn, somersault, place, town, house.

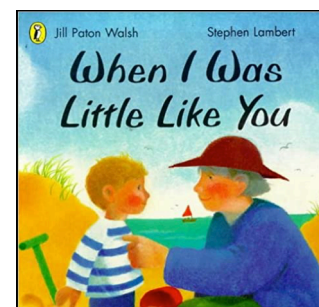
Examples of progression in vocabulary

Basic	Appropriate	Specialised
anchor	dock	harbour
building	tower	lighthouse
weather	season	Summer
flowers	bloom	blossom

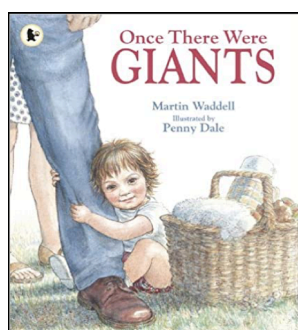
land	trees	orchard
place	town	city

Families of one form or another have remained a constant feature of society for thousands of years and remain the best resource for exploring how we change as we get older. Asking Grandparents to share their own stories of when they were small is a powerful and wonderful way of illustrating change over time. However, the nature of families today and the people who comprise them are very different from how they were in the past. This is because both individuals and households change even though the institution of 'family' doesn't. Many books provide opportunities to explore continuity and change such as *When I Was Little Like You* by Jill Paton Walsh and Stephen Lambert.

In the book Gran tells Rosie about how things like trains, boats, ice cream sellers, shops and trips to the seaside have changed since she was a little girl. Although they are different in some ways their purpose remains the same. Reading this book with the children could be a route into further exploring continuity and change in other areas such as cars, airplanes, shopping and television and the memories that members of their own families have of things that have changed such as telephones and listening to music.

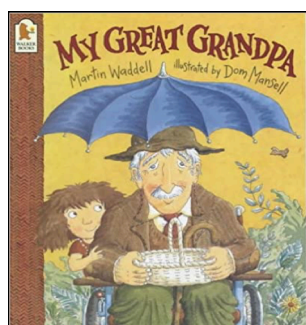
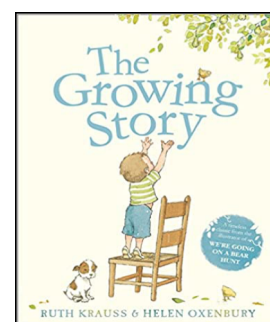


The two books *The Growing Story* by Helen Oxenbury and *Once There Were Giants* by Martin Waddell and Penny Dale also illustrate the concept of continuity and change but from the individual perspective.



In *Once There Were Giants* the narrator begins the story as a baby and ends it with a child of her own. This story could be the impetus for the children to source photographs from home showing how they have grown since they were a baby (when everyone at home was a 'giant').

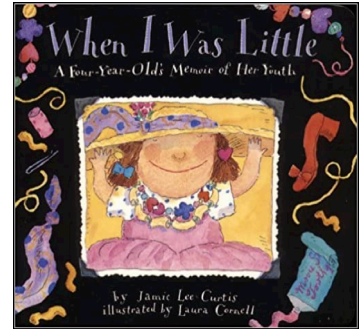
The Growing Story also has the potential to be the beginning of an investigation of how the weather and nature changes through the seasons together with how human activities are different also, such as the wearing of different kinds of clothes.



My Great Grandpa by Martin Waddell and Dom Mansell is about old age and the relationship between a young girl and her Great Grandpa. She pushes him in his wheelchair around the neighbourhood to visit his favourite places and in particular the old, now dilapidated, house where he lived in the past with the girl's Great Granny. In his mind he visualises the house as it once was long ago. An opportunity here to support the children to look at old and modern views of the same place in the local area (perhaps using old postcards or photographs) to identify what has

stayed largely the same and what is now different.

When I Was Little: A Four Year-Old's Memoir of Her Youth by Jamie Curtis, illustrated by Laura Cornell, is another example of a book which charts the changes that occur as a child grows older such as learning to use words, eating grown up food, no longer needing a booster seat in the car and having secrets. Continuity and change, such as the slide at the park being seemingly smaller than it was when the child was younger is a common thread throughout. Such stories can become a fruitful way of exploring with the children some of the ways they can recognise how their own young lives have already changed despite being so young. A possible outcome might be for the children to draw their own pictures in the style of the book with examples of things that have changed for them e.g. *When I was little INow I.....* .



of

Children's Learning Journals are another source for discussing how they have changed over time.

Extension activities for mixed aged classes

Older children might explore the concept of continuity and change further through comparing their typical day in school with one a hundred years ago or create a class museum out of old and new toys and games or produce displays of how items of clothing such as hats, shoes and coats have evolved over time.

Line of enquiry 2: Chronology

Secondary learning objectives

- Recognise that there is often **an order or regular sequence** to their daily and weekly routine.
- Recognise some of the ways in which they are now **different** from how they were as a baby.
- Recognise that places such as houses and shops may stay much the same whilst the people and things in them **change over time**.

Key vocabulary to introduce or consolidate

Spring, autumn, chimney, nook, cranny, valley, carpenter, acorn, doctor, thunder, lightning, attic, memories. Grandfather, Grandmother, Granddaughter, Grandson.

Examples of progression in vocabulary

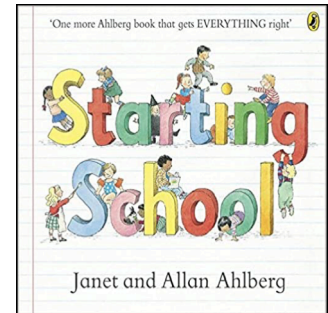
Basic	Appropriate	Specialised
room	roof	attic
space	gap	cranny
think of	remember	memory
space	corner	nook

Young children struggle with the idea of the passing of time as evidenced in their confusion over use of

'yesterday' and 'tomorrow'. A range of different experiences will contribute to their grasp of understanding past and future. Children need opportunities to understand sequence – starting with the organisation and routine of their day and vocabulary related to the passing of time such as now/then, before/after, old/new, long, long ago/Once upon a time.

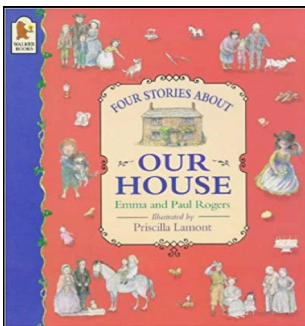
Stories recount events in sequence and provide a rich resource for supporting children to engage in chronological thinking and reasoning and to develop their understanding of the sequencing and ordering of events over time.

Starting School by Janet and Allan Ahlberg provides a supportive insight for children into the daily, weekly and termly routines to expect when they go to primary school for the first time. For children already established it can also be used to explore how the sequence of their life at school compares with that of the children in the book.

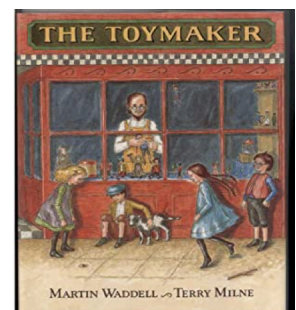


- *How many similarities and differences do they notice?*
- *Is there a timetable of what happens each day displayed in their classroom?*

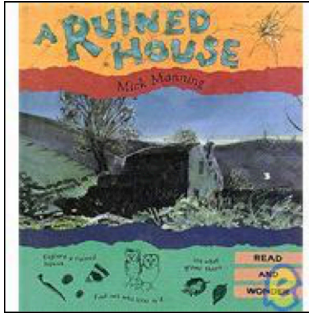
Four Stories About Our House by Emma and Paul Rogers, illustrated by Priscilla Lamont is an account of a house and some of the many different people who have lived there since it was built in the 1780s to the present day. It supports children to appreciate that all old objects were once new as well as demonstrating how things such as everyday clothes, furniture, household items and people may change within a home whilst the house itself remains much the same. The book also introduces the idea of **artefacts** that provide an insight into the lives of others in the past, as present-day children discover items left behind by previous inhabitants and wonder what they were and who might have used them.



The Toymaker by Martin Waddell and Terry Milne explores the passage of time through a story told in two parts. In the first half a toymaker makes toys both for a living and to make his daughter happy as she is not well enough to play outside. Her dolls are made to look like the children she can see outside. In the second half of the story and many years later Mary returns with her granddaughter to the shop before it is sold and rediscovers the dolls that her Great Grandpa made for her and the people they represented. The book explores the passage of time, ageing and relatives who are no longer alive and could be a way for the children to talk about older members of their own families with whom they may only be familiar through photographs or stories told about them at home.



Extension activities for mixed aged classes



A book about an item or a building that has been abandoned or lost, such as *A Ruined House* written and illustrated by Mick Manning, can be a starting point for the children to imagine the people who lost or left it. The ruined house described in the book is situated in a quiet valley in the north of England. It was built in the 1500s at the time of Elizabeth I. Who might the original inhabitants have been all that time ago? Why was the house eventually abandoned?

Line of enquiry 3: Causation

Secondary learning objectives

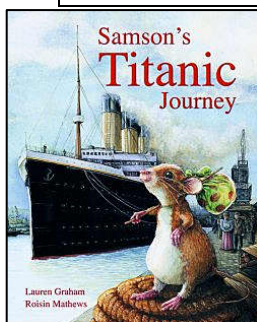
- Recognise some **important events and their consequences** in a story.
- Identify one event in an **historical story** they consider to be more important than others.

Key vocabulary to introduce or consolidate

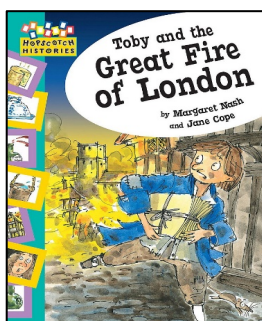
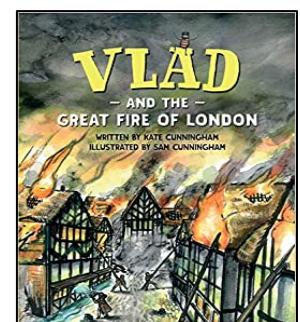
Shipyard, luxury, America, Titanic, dock, voyage, deck, funnel, Atlantic Ocean, cabin, staircase, iceberg, lifeboat, icy, eerie, journey, rescue, smoky, ignite, explosion, soot, King Charles II, baker, Samuel Pepys, blazing, river, thatch, inferno, scorched, singed, possessions, shelter.

Examples of progression in vocabulary

Basic	Appropriate	Specialised
trip	journey	voyage
water	sea	Atlantic Ocean
frozen	ice	iceberg
scary	frightening	eerie
burn	fire	inferno



Any story will support children to understand the relationship between its different events and appreciate how so often one thing occurs because of something that has happened previously. Through exploration of consequence and the desire to know what happens next, stories support critical thinking as children ask questions, reason and anticipate key



events. Reading together books with a clear historical context such as *Toby and the Great Fire of London* by Margaret Nash and Jane Cope, *Vlad and the Great Fire of London* by Kate Cunningham, illustrated by Sam Cunningham and *Samson's Titanic Journey* by Lauren Graham and Roisin Mathews can support the children to consider both cause and effect and significance. This involves identifying specific events in the story as being of greater importance or more notable than others in terms of their impact and suggesting reasons why. As well as thinking about causes and effects within the story itself the children can also be encouraged to

consider the concept of causation from the perspective of things that might have happened before the story e.g., How was it that Toby was working in the paper shop, or what happened to Samson after he arrived safely in New York with the rescued passengers from the Titanic

Extension activities for mixed aged classes

Can the children retell the story from the perspective of another character such as Samuel Pepys or King Charles II (Great Fire of London) or one of the tall gentlemen or elegant ladies on the staircase of the Titanic? What events would have been important in their accounts of what happened? Would these have been the same as those which affected Toby and Samson?

Line of enquiry 4: Similarity and difference

Secondary learning objectives

- Recognise how some ways of life for people **in the past** were **different from the present day**.

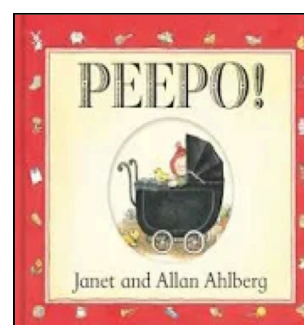
Key vocabulary to introduce or consolidate

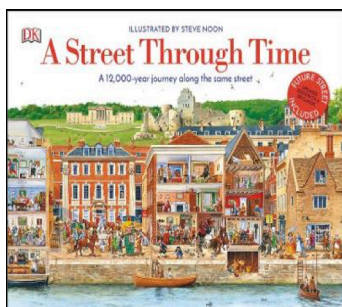
Coal, scuttle, street, park, uniform, yard, village, city, Stone Age, Iron Age, Roman, Viking, modern, future, ancient.

Examples of progression in vocabulary

Basic	Appropriate	Specialised
clothes	garment	uniform
place	town	City
old	prehistoric	Stone Age
new	present	modern
old	past	ancient

Carefully selected fiction and non-fiction books can enable children to draw comparisons between ways of life now and at various points in the past. For example, in *Peepo!* by Janet and Allan Ahlberg a toddler looks through a peep hole at different scenes around his 1940s family home from the viewpoint of his cot, highchair, pushchair and bath. A rhyming text describes the picture and asks, 'what does he see?'. The illustrations provide opportunities for the comparison of furniture, clothes, toys, food as well as household items and services such as an outside toilet, buckets of coal, an aga for heat and cooking, ironing with **a flat iron**, **a kettle boiling on the range** and **washing** being done in the kitchen sink. A question for the children might perhaps be 'what are we not seeing in this home?' e.g., no central heating, television, electrical appliances other than a plug-in electric heater, washing machine, dishwasher, refrigerator/freezer etc. The children could also be encouraged to focus-in on just one item such as the pushchairs that appear in the book. How are modern pushchairs similar and different to Peepo's?





Large picture books such as *A Street Through Time* by Steven Noon which charts the changes to a settlement over a period of 12,000 years provide opportunities for the children to identify and describe how things such as homes, transport, clothes and occupations have evolved over time. They might then imagine what their own street might have looked like at different points in the past if they were to go back in time. If they had to choose to go back and live in one of the time periods shown in the book which would it be and why?

Extension activities for mixed aged classes

The illustrations in *Peepo!* also include pictures that older children could investigate in more depth to understand a little more about life in Britain at the time when the book is set e.g., an air raid warden in the street, several men including Peepo's father in uniform (Army and RAF), a barrage balloon and a framed photograph of **Winston Churchill** on the sitting room wall. Similarly, older children might choose one time period from *A Street through time* to investigate further e.g. What was a Roman villa or Iron Age hillfort like?

Line of enquiry 5: Perspective

Secondary learning objectives

- Recognise that events in stories can be seen from **different viewpoints**.

Key vocabulary to introduce or consolidate

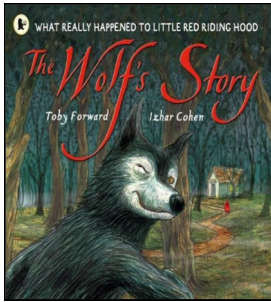
Forest, Grandmother, wolf, pretended, nervous, frightening, trust, leaped, axe, secret, real, bother, impolite, escape, crumble, scent, poor, market, trouble, gloomy, rumble, furious, flung, hill.

Examples of progression in vocabulary

Basic	Appropriate	Specialised
tree	wood	forest
animal	dog	wolf
cheeky	rude	impolite
run	get away	escape
dim	dull	gloomy
cross	angry	furious

In addition to providing evidence of past times through illustrations, traditional children's stories, fairy tales and nursery rhymes provide a rich context for introducing and exploring with younger children the concept of perspective, i.e. how events and the way we 'see things' can be considered from different viewpoints other than the person giving the original and often generally accepted account. Young children struggle to understand the concept of different points of view so using a familiar story as a starting point can work well to establish and develop this. Asking children to consider a story from the perspective of the point of view of other characters who are portrayed within it, especially if they

appear to be judged harshly or are presented as the villain, provides a safe approach as responses are open ended and there is no right or wrong answer.



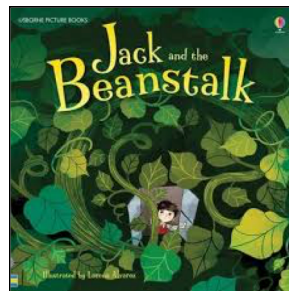
Critiquing interpretations of events lies at the very heart of History and children can begin to do this at a young age when reading and reflecting on well-known and popular stories, rhymes, songs and poems. For example, *The Wolf's Story: What really happened to Little Red Riding Hood* by Toby Forward and Izhar Cohen appeals to the reader to see the events of the traditional story from the perspective of

the much maligned wolf. Similarly, *The True Story of the 3 Little Pigs* by Jon Scieszka, illustrated by Lane Smith offers the wolf's side of the story (from prison) and an appeal to believe the 'real truth' of how things really happened.



Is the wolf really guilty? Having considered these two different viewpoints from the perspective in both cases of the wolf the children could then be read the traditional fairy tale of *Jack and the Beanstalk*, retold by Anna Milbourne, illustrated by Lorena Alvarez. Discuss with the children how the giant is

know that this is in fact the giant's goose which he thing to do and then the home of both the giant role play the story from the giant's version compare want to make sure the



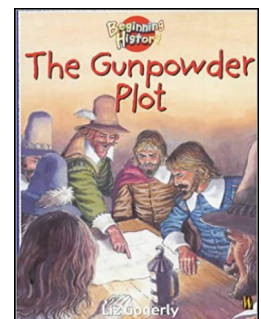
portrayed in the story. How does the reader true? When Jack made his escape he also stole saw laying golden eggs. Was this the right afterwards cut down the beanstalk and destroy and his wife? Can the children retell and/or perspective of the giant? How would the with the classic tale? What would the giant reader understood?

Another approach is to consider alternative versions of the same story written by different authors. Do the children understand that it is the same story, with the same sequence of events but subtle differences are introduced by different author's perspective – perhaps depending upon which country the version originates from?

Comparing illustrations can also show the same story presented in a different period of time as evidenced in what can be seen in the pictures.

Extension activities for mixed aged classes

Older children might consider a book such as *The Gunpowder Plot (Beginning History)* by Liz Gogerly from the perspective of Guy Fawkes. Can they find out from different sources whether this story of Guy Fawkes is collaborated by other people views? Is there anything in the story which might appear to be unfair to Guy?



Line of enquiry 6: Sources

Secondary learning objectives

- Recognise and describe some original **historical sources** used in stories about the past.

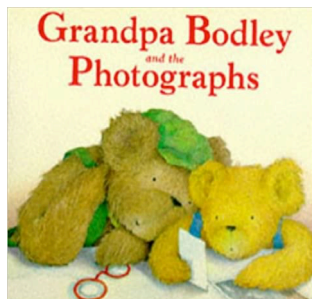
Key vocabulary to introduce or consolidate

Rust, Great Grandfather, collection, uniform, coronation, Queen, source, object, evidence, artefact, museum, chariot, Winston Churchill, Blitz, London, Armada, Queen Elizabeth I, Sir Francis Drake, navy, beacon.

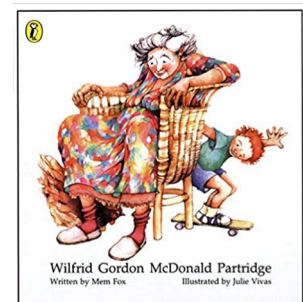
Examples of progression in vocabulary

Basic	Appropriate	Specialised
facts	information	evidence
cart	wagon	chariot
ship	fleet	Armada
light	signal	beacon

Story books such as *Grandpa Bodley and the Photographs* by Caroline Castle and Peter Bowman and *Wilfrid Gordon McDonald Partridge* by Mem Fox, illustrated by Julie Vivas can be a fruitful ways to introduce the concept of **artefacts** as a source to help people know more about how people lived in the past. In *Grandpa Bodley and the Photographs* Hutchinson comes across a rusty tin of photographs that once belonged to his Great Grandfather that tell the history of his family including himself.



Wilfrid Gordon McDonald Partridge is a small boy who helps Miss Nancy, a resident of a nursing home with a failing memory, to relive moments of her life through a collection of different items from the past. These stories, and others like it, can serve as an introduction to enquiries around a class collection of artefacts such as common household items from the recent past – see separate Artefacts enquiry for examples of approaches which could be taken when using common historic objects.



As stories help children to develop their understanding of the world, it is important that they also begin to understand the differences between fantasy and reality - fact and fiction. History is based upon known facts evidenced through sources. So, in addition to traditional fairy tales and the vast array of available children's fiction, it is also necessary to read nonfiction books about real people and stories about fictional characters written around real historical events and people. Sadly, there is a dearth of the latter; the best will offer high quality texts that are illustrated with both modern illustrations and original evidence from the time, providing an exciting way for young children to begin handling and interpreting sources.



Two examples of story books about the past of this kind are *Theo and the Velvet Onesies* and *Rosie Sends a Signal* by David Weatherly, illustrated by Mike Hughes. The first is a story about a young boy who one night, whilst taking shelter from Luftwaffe bombing on the platform of Aldwych Underground station in London, is left a hat to look after by a mysterious stranger who he later discovers to be Prime Minister Winston Churchill.

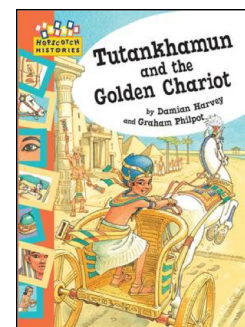


In *Rosie Sends a Signal* a young girl living on the tip of Cornwall is given the responsibility of spotting the Spanish Armada and lighting the first beacon which will warn Queen Elizabeth in London of its arrival in the English Channel.

As the stories are read to and with the children the historical sources from the book can be printed and displayed or projected. At pertinent points in the story the children can be asked to examine them closely to see what other information not included in the text they can identify and describe. How do the sources complement the narrative? In many ways the original sources are stories in themselves. Can the children work out what is happening in each image and how it fits with the story that is unfolding?

Extension activities for mixed aged classes

Other stories such as *Tutankhamun and the Golden Chariot* by Damian Harvey and Graham Philpot, which focus on well-known historic artefacts, can be a launch pad for older children to investigate more around the history of the object itself, whether it still exists and what it tells us about the lives of the people who owned and used it in the past. For example, Tutankhamun's golden chariot was one of the most precious items discovered in his tomb and is today in a specially dedicated museum in Egypt close to the pyramids. One of the things that children could research might be whether the object itself would ever have been used in the way that it is portrayed in the story.



Contribution to other Areas of Learning

Communication and Language

The development of spoken language structures and vocabulary through:

- Back and forth interaction through conversations with adults and peers.
- Role play in language rich environments that introduce new vocabulary.
- Active engagement with stories, non-fiction accounts and rhymes.
- Using and embedding new words in an historical context.
- Listening attentively and responding to what they hear with relevant questions, comments and

answers.

- Thoughtful and insightful questioning to solicit more information and explanation.
- Opportunities to participate in whole class, small group and 1:1 discussions offering new ideas and explanations.
- Use of past, present and future tenses and vocabulary.

Personal, Social and Emotional Development

Learning and development supported through positive and reassuring relationships with adults that celebrates achievement and:

- Builds confidence and a sense of self-worth.
- Strengthens resilience and persistence.
- Encourages social skills such as teamwork, patience, waiting their turn and co-operation.
- Increasing awareness of how to keep themselves and others safe.

Physical Development

Contribute to increasing expertise, management, and application of fine motor control through provision which provides opportunities to explore and play in imaginative ways, construct models, use implements and engage in arts and crafts.

Literacy

Foster a love of reading by:

- Supporting children to develop an appreciation of story - through both story-reading and storytelling.
- Using books to talk with the children about the world around them.
- Encouraging children to retell stories in their own words, including different versions and use of new words.
- Providing role play opportunities for children to enact new experiences and learning.
- Regularly reading and sharing books - both fiction and fact - and enjoying songs and rhymes with the children.
- Children having opportunities to demonstrate understanding of what has been read and recently introduced vocabulary.
- Understanding of key events in stories and ability to anticipate.

Mathematics

Providing opportunities for children to count 1-10 and to use different measures of volume of water to apply their understanding of number.

Expressive Arts and Design

Children will be developing their imagination and creativity when they:

- Make use of props and materials during role play.
- Adapt and recount stories with adults and their peers.
- Construct scenarios from what they have heard or observed.
- Role play characters and events in stories.

Assessment

The progress of children against the enquiry objectives is assessed formatively through observation, discussions, questioning and listening on a daily basis and through the lifetime of the investigation. This ongoing assessment, based on what has been seen and heard in the full range of learning contexts, can then inform a summative 'best fit' decision as to what the child knows and recalls, understands, and can do.

Children at the expected level of development will demonstrate their understanding of the past through:

Through settings, characters and events from the past encountered in books read in class and storytelling:

- **Recognise and describe** some of the ways in which they have changed since they were a baby.
- **Identify and describe** the sequence of what happens during a typical day.
- **Recognise** that some places such as houses may remain the same whilst the lives of people who live in them change over time.
- **Identify** some important events and their consequences.
- **Know** that some events may be more important than others.
- **Recognise** that ways of life for people living in the past were different from today.
- **Know** that events can often be seen from different viewpoints.
- **Recognise and describe** some original historic sources used in stories.
- **Talk about** past and present events in their own life and in the lives of family members

ELG for 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 in encountered books read in class and storytelling.