

EYFS Curriculum

History

Reception

3-4years	Autumn 1 curriculum
<p><i>I can begin to make sense of my own life-story</i></p>	<p>Enquiry 1: Family and Community</p> <p>Link to Art</p> <p>Talk about people in your family</p> <ul style="list-style-type: none">a) Youb) Parentsc) Siblingsd) Grandparentse) Aunts and unclesf) Cousins <p>Use photographs of family members to name them (eg mum) and to talk about them.</p> <p>Key questions:</p> <p>Who is in your family? What are they called? Who is the oldest? Who is the youngest? What do you look like? What do they look like? Do they look the same as you? Do they look different to you?</p> <p>Key vocabulary: family, mother, father, sister, brother, grandmother, grandfather, older, younger, oldest, youngest,</p> <p>Enquiry 2: Change</p> <p>Link to Science and Art</p> <p>Explore change within their family.</p> <p>Invite the following in (from the nursery cohort)</p> <ul style="list-style-type: none">• A mum• A dad
<p><i>I can understand changes over time</i></p>	

I can talk about the changes I can see

- A grandparent
- An older brother and sister (from Grove upper school)

The visitor tells the children how they have:

- a) Change in appearance
- b) Change of role (parents to grandparents)
- c) Changes in what they can do

Key questions:

What did your parents look like when they were a baby/ young child? What did your grandparent look like? How do they look now? What has changed? What can they do now that they could not do before?

Key vocabulary: appearance, young, old, before, now, next, after, then

Use the key text Coming to England to begin to talk about people who live in the UK may have come from a different country.

Key texts: Coming to England by Floella Benjamin

Enquiry 3: Events and settings

Talk about starting school

- a) Place
- b) People
- c) Routines
- d) Learning activities

I can understand different celebrations and why people celebrate

I can talk about different celebrations

Encourage the children to explore the days of the week and what happens on these days. Explore the routines within the day and the sequence. Use a visual timetable.

Key questions:

What happens on the first day of school? Who do we meet? What do we do? Where do we go? Do the characters in the story do the same? What activities do we do at home? Is this different to a school day? Which days do we come to school?

Key vocabulary: first, day, next, after, before, days of the week

Key text: **Starting School by Janet and Allan Ahlberg**