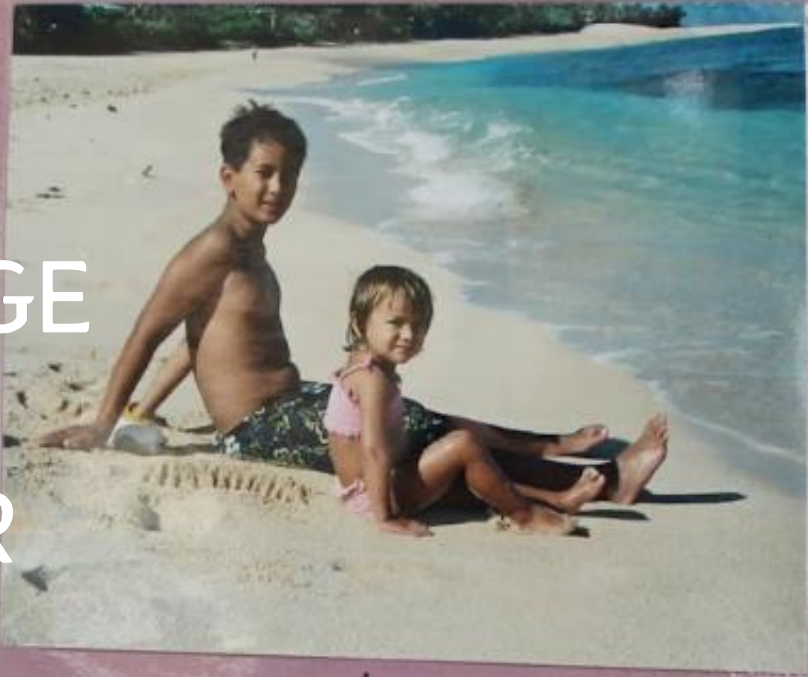


EARLY YEARS FOUNDATION STAGE LAYING THE FOUNDATIONS FOR HISTORICAL UNDERSTANDING



I am one year
old. I like to
dress up.

2003



2004

I am two
years old.
I like to
swim.



ALONG

I am 3
years old.
I am in a
cooler.

2005

t a

y





I am 3 months
old. I can smile.



At Bude Primary Academy Infants , our Early Years Foundation Stage lays the foundations for children's historical understanding by encouraging them to explore their own personal history, as well as the histories of their family and friends. Through sequencing familiar stories and events, they have experienced, children begin to grasp the concept of chronology and learn to use language connected to the passing of time, such as "before," "after," and "yesterday." By reading a wide range of stories that introduce them to life in the past, children develop a growing awareness of how things change over time. Our carefully planned sequence of learning across the year ensures that children are introduced to key historical concepts such as chronology, change, and historical evidence, all in ways that are meaningful and relevant to their own experiences. These early experiences provide a solid foundation for the historical disciplines they will explore throughout their time in school.



EYFS Experiences and termly check points. Understanding of the world Past and Present

Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic title					
Who am I? 	What is a map ? 	What was it like in the past? 	What's growing in the garden? 	What's in the egg? 	What is on the other side of the ocean? 
Past and Present <ul style="list-style-type: none"> • Can sequence family members by size and name (e.g. baby, child, adult) • Can talk about a past event in their life (e.g. a birthday, pre-school, something they did over the summer). • Can talk about upcoming events in their life • Know they have grown from a baby into a child and that they will get older. • Can talk about how they have changed from when they were a baby (e.g. walking, talking, grown). • Know that the types of toys they play with change as they get older • Uses vocabulary for time- today, yesterday, tomorrow • Understandings times of the day go in order and repeat every day (e.g. morning is before lunch time) • Knows that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays) and talks/compares to previous celebrations 		Past and Present <ul style="list-style-type: none"> • Uses words such as baby, toddler, child, teenager, adult, and elderly to describe the age of people. – • Uses past tense with increasing accuracy. • Know there are 7 days in a week and the names and order of these • Uses vocabulary for time-old, new, now, then Discusses how objects have changed since their parents and grandparents were children (e.g. phones, televisions) • Begin to develop an awareness of the past beyond living memory through books at stories 		Past and Present <ul style="list-style-type: none"> • Uses vocabulary past, present, future Early Learning Goal <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (life in a castle) • Understands the past through settings, characters and events encountered in books read in class and storytelling. 	