



Chapel Street Community Primary School

EYFS: UtW History link Past and Present: Intent

September 2022



Within the EYFS at CSCPS, we pride ourselves on provided a broad and well-balanced curriculum. Our specific areas of learning and characteristics of effective learning are developed through well planned, motivational activities within Continuous Provision and Carpet Times.

A historian within EYFS will experience;		Be able to ...
<ul style="list-style-type: none"> • Handling and investigating books, photos, resources and artefacts from a multicultural range to support the historical learning from our school families and others. • Resources from the past and present both familiar and new. • Photos that depict people who are both familiar and new to them that they can talk about and reference to. • Role play/taking on roles of people/characters linked to oral and written stories shared by adults. • Images of our own history baby, toddler, child looking at photos in the investigation area. • Record our own history during our time in EYFS with photos and drawings/writing 	<ul style="list-style-type: none"> • Information being shared by adults who will support me in my exploration of history. • Handling of resources, artefacts, watching videos, use of websites as second hand experiences • Regular carpet discussion to investigate a historical question/explore resources. • Discussions using starters I can see... I notice... I wonder...? to develop thinking and responses • New vocabulary (tier 1 and tier 2) to describe past and present. • Listen to visitors sharing knowledge and experiences and asking questions to learn more. i.e. Grandpa's holiday trip to the seaside/ Mum's clothes when in Reception herself. • Visitors who used to come to Chapel Street School who can talk about the past and present and share resources and personal experiences. • Listen to stories from the past and compare characters and events. 	<ul style="list-style-type: none"> • Understand all about myself and my family extending to who is important to me and my local communities • Imitate everyday actions and events form my own family and cultural background. • Talk about places I have lived or been to. (A high % of our children were born abroad or have visited family in other countries.) • Talk about people around me and in their roles in society. • Describe special times or events for families or friends. • Begin to know my own life story and link this to celebrations, past events
in play	in group time	