



EYFS/ Year 1 curriculum overview History

	Autumn	Spring	Summer
	Old toys	London's Burning	Significant people in history
EYFS	ELG Past and Present: *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	ELG Past and Present: *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	ELG Past and Present: *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
EYFS Development Matters	To talk about what children see using a wide vocabulary To explore how things work To talk about the differences between materials and changes they notice.	To comment on images of familiar situations in the past. To show an interest in different occupations.	To compare and contrast figures from the past
Year 1 NC	Pupils should be taught about: ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Pupils should be taught about: ♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Pupils should be taught about: ♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
Key concepts	I can recognise that some toys are old and some toys are new. I can talk about toys I play with and toys children played with in the past. I can notice how toys have changed over time. I can explore and talk about what toys are made from now and in the past. I can begin to understand that adults played with different toys when they were children. I can look at pictures or real toys and talk about how toys were used long ago	I know that the Great Fire of London happened a long time ago. I can retell the events of the Great Fire of London. I know that houses in London were made of wood in the past and that houses were built very close together during the Great Fire. I can explain why the fire spread so quickly and stayed alight for so long. I can talk about how the fire changed buildings, and how buildings today are different from the past.	I can say that Queen Elizabeth II was the Queen of the United Kingdom. I can recognise pictures of Queen Elizabeth II and other members of the Royal Family. I can talk about how she wore crowns and special clothes. I can talk about Buckingham Palace as her home and compare pictures from different times in history. I can talk about her Coronation and when that means. I can talk about how life in a palace might be different from my own life.
Vocabulary	Toys, jacks, spinning top, teddy bear, building blocks, marbles, punch and Judy, rocking horse, pogo stick, rag doll,	Great Fire of London, past, long ago, similar, difference, burning, fire, London, life, Fire, House, Building, Wood, Brick, Old, New, Burn	Family, Queen, Palace, Home, Crown, Flag, Country, Special, coronation, crowns, gowns,
Continuous Provision suggested activities	Toys Tuff Spot- explore how different toys today work and discuss. Toys Shop- add labels and writing materials. Junk Model- Children's Toys Send message out to request to borrow any old toys to use as part of learning activities	Outside provision- pass bucket and put the fire out. Junk Model buildings of London- pudding Lane Role Play/ Tuff Spot using characters. Create Fire station.	Provide crowns, hats, and a chair so children can role-play being the Queen. Include simple books and photos showing Queen Elizabeth as a child and as Queen. Offer materials for children to make crowns, flags, or pictures of the Queen. Set out blocks so children can build palaces or royal homes.



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	 	  	Add small figures and play scenes for waving from a palace balcony. Provide puzzles or matching cards showing the Queen in the past and now. Play gentle ceremonial music for children to march and wave flags. Display real objects or props like a handbag, crown, or glove to explore. Create a small picture timeline showing the Queen growing from a baby to an adult. Include drawing and mark-making materials to draw the Queen or a palace. 
Knowledge mat			
Link book	Toys In The Past	Toby and The Great Fire Of London	The Queens Hat The Queens Knickers Queen Elizabeth II little people big dreams.
Other useful links	Stanstead Mountfitchet Toy Museum		