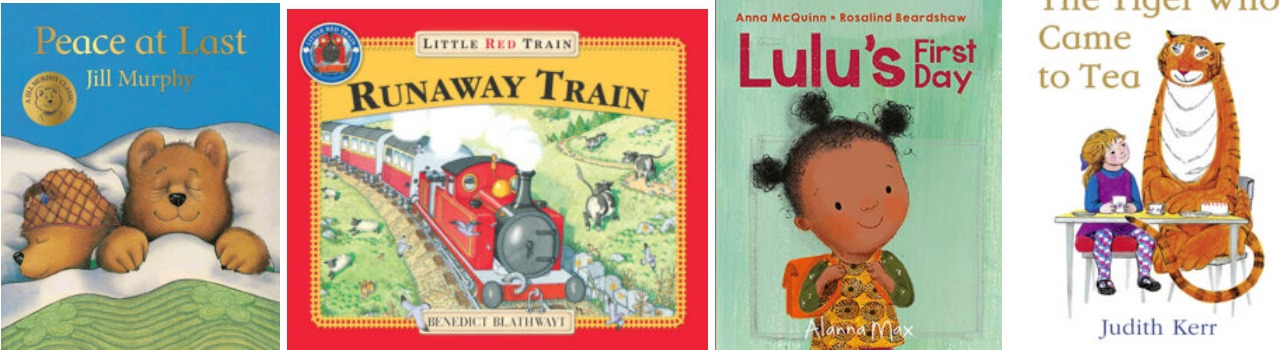



History Overview – Early Years

	Nursery
Exposure through songs or rhymes	<p>Wind the Bobbin The Wheels on the Bus Roly, Poly Round and Round the Garden Row, Row, Row your boat Incy Wincy</p>
Exposure through stories	 <p>The image shows four children's book covers. From left to right: 'Peace at Last' by Jill Murphy, featuring a teddy bear; 'Little Red Train Runaway Train' by Benedict Blathway, featuring a red steam train; 'Lulu's First Day' by Anna McQuinn and Rosalind Beardshaw, featuring a young girl; and 'The Tiger Who Came to Tea' by Judith Kerr, featuring a girl sitting at a table with a large tiger.</p>
Learning through child initiated learning	<p>Introduction to the past through: Understanding what has happened in their lives so far (birthdays, special events - past) Know what they did in the past – weekend, school holiday, when they were a baby. Learning windows to look back on their learning so far Nursery rhymes Encourage parents to send in pictures of what children do at home - especially weekends and school holidays</p> <p>Transport Old fashioned transport (e.g trains)</p>
Vocab	Past, present

History Overview – Early Years

Topic	Marvellous me	Look at me now
Linked Books		
Prior learning	<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">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 encountered in books read in class and storytelling.</p>	
Substantive Knowledge	<p>Introduction to past, present and future.</p> <p>Know that we live in the present.</p> <p>Yesterday is in the past.</p> <p>Tomorrow is in the future.</p> <p>To know some significant things that have happened in their lives so far.</p> <p>To know that we were born in the past.</p>	<p>To be able to sequence some events from the past year.</p> <p>To use the past, present and future in play and communication.</p> <p>To be able to reflect independently on their own past.</p> <p>To know some significant things that have happened over the year.</p>

History Overview – Early Years

	Know significant people who have helped us - nursery, doctors, dentists.	
Incidental learning through provision or daily routines	Days of the week songs School nurse visit Grove House newsroom - remembering events from the year Noticing how things have changed over time (plants, weather, seasons) Home corner - old fashioned prams etc	
Vocabulary	Past Present Future	Past Present Future Sequence