

History in Early Years



A guide to this subject in our school



1 - Introduction

In Early Years children have a developing understanding of themselves, others and the world around them. Young children are naturally inquisitive and can be encouraged to use historical skills of enquiry and interpretation. In particular, using stories can enable them to interpret the behaviour, motivation and intent of characters. Young children's subjective understanding of time can be used to develop an awareness of chronology.



History

Early Learning

Goals

Past and Present

Talk about the lives of people around them and their roles in society.

Know some similarities between things in the past and now, drawing on their experiences and what has been read in class.

Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate, where appropriate, key events in stories.

Speaking

Use and understand recently introduced vocabulary during discussions about non-fiction and during role play.

Participate in small group, whole class and one-to-one discussions, offering their own ideas using recently introduced vocabulary.

Express their ideas and feelings about their experiences using full sentences, including

Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify understanding.



Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them—from visiting parks, libraries and museums to meeting firefighters, police officers and nurses. In addition, listening to a broad selection of stories, rhymes, poems and non-fiction will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As long as building important knowledge, this expands their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



2 - Child Initiated Learning

We know that there are key indicators and examples of effective practice that can be seen when monitoring Computing in the Early Years, in relation to child initiated learning in an enabling



Block Play and Construction

- * Talking about past and present events in their own lives and the lives of family members
 - * Acting out familiar experiences
 - * Creating stories around a setting
- * Retelling stories and sharing story ideas with an audience
 - * Finding ways to record ideas



Imaginative Play and Role Play

- * Recreating familiar, real life scenarios— being a family, caring for pets
- * Acting out common scenarios such as meal times, feeding baby, watching TV, reading, birthdays, coming in and going out
- * Playing in character— real world and imaginary
- * Making sense of their physical world
- * Making links between experiences

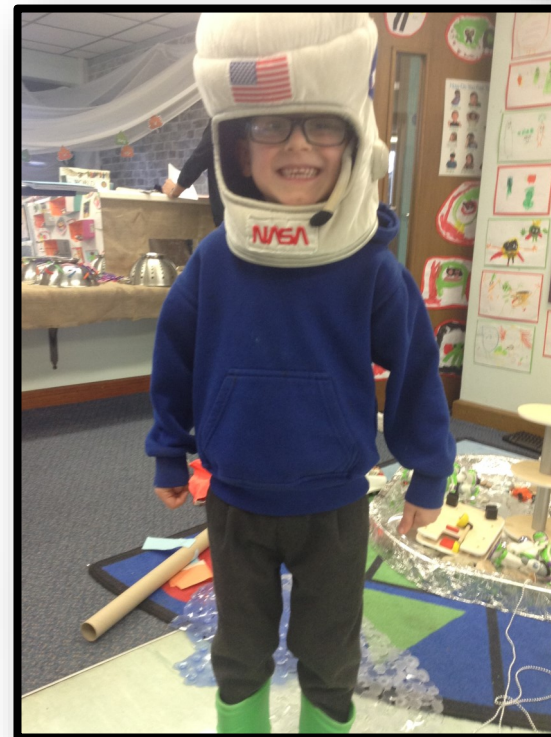
Small World Play

- * Talking about past and present events in their own lives and the lives of family members
- * Making observations of people, animals and places and discussing these
- * Creating imaginative and real world scenarios
- * Creating stories around a set of characters
- * Acting out familiar scenarios



Books, Stories and Puppets

- Showing an interest in different characters, families, occupations, animals
- Asking questions about other kinds of cultures and families
- Understanding special times for themselves and others
 - Finding out information about themselves, other people



Maths

- Recognising and describing special times or events for families and friends such as birthdays
- Building up an idea of the passage of time through the use of time telling



Writing and Mark Making

- Showing an interest in themselves and others around them
- Recognising similarities and differences between themselves and others
- Drawing and writing about things they have observed or have found out
- Drawing and writing about events in their own lives and about things that have happened in the past



Adults scaffolding learning during child initiated play

Adults will be

- * Observing children and responding to their fascinations
- * Responding to children's ideas and suggestions
- * Suggesting possibilities to extend their ideas
- * Offering additional resources when appropriate
- * Playing alongside children to move learning forwards, suggesting ideas and showing what's possible
- * Play alongside or in small organised groups to model language as well as correct or extend vocabulary
- * Sharing their own experiences and making suggestions
- * Role modelling thinking aloud and commenting
- * Modelling how to use equipment and resources
- * Posing questions and ponderings to stimulate ideas and add challenge
- * Introducing and using historical language and vocabulary linked to the passage of time

3. Adult led Learning

We know that there are key indicators of effective practise when monitoring art in the Early Years, in relation to adult led learning.

- * Adults set an intention for learning that is well matched to the developmental stages of the children, building on what children already know, can do and show an interest in
- * Adults lead learning through playful, experiential activities which are presented in imaginative ways, are hands on and require active participation from the children
- * Activities and experiences are as open ended as possible to allow for children's imagination and active exploration and for them to express their on ideas
- * Activities and experiences are delivered with individuals or small groups of children, depending on the activity and the developmental stages of the children. In Reception, sometimes activities are introduced to the whole class
- * Offering authentic resources and materials that children are familiar with as well as comparative resources and materials from the past (eg. toys), made accessible in child initiated learning
- * Interacting through open-ended questioning, thinking aloud and by showing interest and curiosity
- * Using language and vocabulary associated with time and the passing of time
- * Drawing children's attention to the passage of time through books and stories
- * Providing opportunities for sequencing events, as well as visual timetables
- * Using non-fiction and fiction together to support understanding of past events and experiences