EYFS Curriculum Map
History

EYFS – Growing Up				
Lesson Title	**EYFS Statutory Framework Reference**	**Lesson Outcomes**	**Rocket Words**	**Resources Needed**
How have I changed?	Understanding the World: * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * Talk about the lives of the people around them and their roles in society * Understand the past through settings, characters and events encountered in books read in class and storytelling Communication and Language: * Participate in small group, 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher * Make comments about what they have heard and ask questions to clarify their understanding	- Recognise that children have changed since they were a baby - Talk about similarities and differences between the past and the present - Begin to understand chronological order	past now baby toddler child	Photographs of babies and children (if these could be of the class, even better), timeline cards (provided in the handout), string and pegs to create a timeline (optional), pencils, and colouring pencils
How has my family changed?		- Recognise different members of a family - Understand that people change as they grow older - Compare the lives of children and adults	older younger family grandparents long ago	Handouts and pencils
Did people have fun in the past?		- Recognise that toys and games have changed over time - Compare toys from the past and present - Talk about how people played in the past	toys games same different today	A selection of old and new toys (alternatively, DE has provided photographs of toys if real toys are not available), 2 large hoops, and magnifying glasses
What do you want to be when you grow up?		- Identify jobs that people have today - Compare jobs in the past and jobs today - Explain why a particular job would be interesting	grow adult job future learn	Pencils and colouring pencils
How has my life changed over time?		- Understand that people change as they grow - Explain that events happen in a sequence over time - Create a simple timeline showing important events in their life	change memory timeline order past	Once There Were Giants by Martin Waddell, pencils, and colouring pencils. String and pegs, optional.

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EYFS - Explorers				
Lesson Title	**EYFS Statutory Framework Reference**	**Lesson Outcomes**	**Rocket Words**	**Resources Needed**
What did Ernest Shackleton find at the South Pole?	Understanding the World: * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps Communication and Language: * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Expressive Arts and Design: * Invent, adapt and recount narratives and stories with peers and their teacher Personal, Social and Emotional Development: * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	- Describe Antarctica as a cold place - Name some living things that can be found in Antarctica - Explain why exploring Antarctica was difficult for Ernest Shackleton	Antarctica explorer ice cold South Pole	Pencils and colouring pencils. Optional: art materials for creating a South Pole scene, such as collage or junk modelling materials, crayons, paint etc.
Who was Neil Armstrong?		- Describe some features of the Moon and space - Explain how Neil Armstrong travelled to the Moon - Understand why Neil Armstrong is remembered as an important explorer	the Moon space spacecraft astronaut journey	Glue and scissors, if using. Optional: a selection of rocks and magnifying glasses.
What did Jane Goodall discover?		- Ask questions about a famous explorer - Understand why Jane Goodall is a famous explorer - Explain Jane Goodall's most important discovery	natural chimpanzee forest discoveries important	Flipchart and colouring pencils. Optional: Paint, modelling clay or other materials to make objects and images of Jane Goodall's work.
What did Ibn Battuta see in the desert?		- Describe some features of a desert - Explain what Ibn Battuta saw in the desert - Compare the tools that were used in the past with those used today	desert travel hot camel dunes	Pencils and glue sticks. Optional: scissors
Why is Amelia Earhart a famous explorer?		- Understand that Amelia Earhart was a famous pilot - Explain how travel was different in the past compared to today - Discuss what travel might look like in the future	aeroplane pilot countries oceans changed	Pencils and colouring pencils.

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EYFS – Kings and Queens				
Lesson Title	**EYFS Statutory Framework Reference**	**Lesson Outcomes**	**Rocket Words**	**Resources Needed**
What is a King or Queen?	Understanding the World: * 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 Communication and Language: * Make comments about what they have heard and ask questions to clarify their understanding * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Expressive Arts and Design: * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Personal, Social and Emotional Development: * Work and play cooperatively and take turns with others * Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions Physical Development: * Begin to show accuracy and care when drawing	- Name a King or a Queen of England - Understand a King or a Queen as a leader of a country - Identify symbols of Kings and Queens	king queen crown royal leader	Scissors, glue, pencils, colouring pencils and craft materials to decorate crowns, such as sequins, tissue paper and coloured paper. Optional: a toy or dressing-up crown
Where do Kings and Queens live?		- Name a castle or palace as a place where a King or Queen lives - Describe some features of a castle or palace - Compare a castle or a palace in the past with today	castle palace tower wall safe	Scissors, glue, construction materials and pencils. Optional: colouring pencils
What do Kings and Queens do?		- Understand that the role of Kings and Queens has changed over time - Describe the role of a King or Queen in the past and today - Compare the role of a King or Queen from the past to today	job horse-drawn carriage law important visitors	Pencils, scissors and glue.
What did Kings and Queens in the past do for fun?		- Name something Kings and Queens in the past did for fun - Describe what food was eaten at a feast - Explain how people were entertained at a feast	feast jester jousting hunting celebrate	Pencils, colouring pencils or felt-tip pens.
What is a coat of arms?		- Understand what a coat of arms is - Name some symbols that are used on King Charles III's coat of arms - Explain what symbols represent their own family	coat of arms symbol flag shield royal family	Art materials such as paints, crayons, colouring pencils, felt-tip pens, glue, and scissors.

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