



St Cuthbert's Learning Organiser: History

Early Years Foundation Stage

K Turnbull



Autumn

Nursery Rhymes

Skills

- *Identify signs of the past from illustrations and vocabulary.
- *Sort and classify old and new artefacts that are mentioned in nursery rhymes.
- *Identify how artefacts work and how they were used in the past.
- *Describe similarities and differences between past and present.

Knowledge

- * Know that items were different in the past to the present day.
- *Know that there was a time when battery operated and technological did not exist.
- * Know that a lot of things today are made from plastic but in the past wood and metal were used.
- *Know that we still use items from the past today.

Reasoning & Progression

As we begin our school year we sing lots of rhymes together as this is often a familiar thing for our children. It also supports our new starters who have English as an additional language or are behind age related expectations in communication and language. We also take part in 'World Nursery Rhyme Week' every November.

When children start with us they typically know a 'handful' of nursery rhymes. We will explore this familiar aspect further by delving deeper into the meanings of some rhymes and introducing them to new rhymes, building up their repertoire and giving a foundation knowledge of past and present.

Core Texts

Wee Willy Winkie
Polly put the kettle on
Hickory Dickory Dock
London Bridge

Cross Curricular Links

Literacy: Joining in with rhymes and stories
Expressive Arts and Design: Sing and perform collaboratively
Mathematics: Time

Spring

My History: Growing Up

Skills

- * Categorise pictures of babies, children, teenagers, adults, the elderly.
- * Sequence pictures of people at different ages and stages of life.
- *Recognise a chronological order.
- * Describe similarities and differences from when they were a baby with current day.
- Recognise that people are younger, older and the same age as themselves.
- * Identify things they can do now that they couldn't do as a baby.

Knowledge

- *Know that people change over time.
- *Know that their parents and grandparent were babies just like them.
- *Know that they will grow up.
- *Know that their eyes are the only part of their body that doesn't grow.
- *Know that things were different when their parents were young compared to today.

Reasoning & Progression

When children start school their education is centred around them. They want to talk about themselves so this is a very meaningful learning focus. Starting with the familiar – themselves, we will explore their personal history from birth to present and this will give them a foundation knowledge of a timeline from past to present. We will investigate time and change through plant growth and life cycles.

Core Texts

All About Families
Tadpole's Promise
The Very Hungry Caterpillar
The Tiny Seed

Cross Curricular Links

Science: Our bodies, Life cycles, plants, growing and changing

Summer

Who Helps Us? (A: The Great Fire of London) (B: The War)

Skills

- *Recognise people who help us in our community.
- *Talk about an event from the past when someone needed help.
- *Sort and Classify pictures from past and present.
- *Describe how people helped in the past and help us today.
- *Compare and contrast equipment used in the fire service/war.

Knowledge

- * Know about a significant event in the past.
- * Know that things such as uniform and equipment were different in the past.
- * Know that it wasn't always possible to dial 999 in the past.
- *Know that there was no Fire Brigade at the time of the Great Fire of London.
- Know that the first Fire Service started in Edinburgh 158 years later.
- *Know that 'Winston Churchill' was the Prime Minister during the war.
- *Know that onesies are used for different purposes today.

Reasoning & Progression

This topic builds on our Geography learning in the Spring Term where children learned about their local area. We will build on our familiar local area knowledge by identifying where there are help services before considering how people gained help in the past.

In Key Stage One the children will cover 'The Great Fire of London', so this topic in early years will give them a starting point with some key knowledge and skills that they can further develop on.

Core Texts

London's Burning (Rhyme) (Year A)
Theo and the Velvet Onesies (Year B)

Cross Curricular Links

Geography: Local area, services, London

Cultural Capital

Parents and grandparents invited in to share a nursery rhyme they remember from their childhood.

Partake in 'World Nursery Rhyme Week'.

Visit a care home to sing nursery rhymes together.

Vocabulary

Old / new / past / present / long ago / today /
Now / then /

Candlestick / Candelabra / nightcap /
nightgown /

grandfather clock / kettle

Cultural Capital

Chain Bridge Project/Berwick Museum to deliver Botanist and life cycle sessions in school.

Vocabulary

Family / Baby / Toddler / Child / Teenager /
Adult / Elderly

Child / Mother / Father / Grandparent /
Auntie / Uncle / Cousin

Young / Old / Tall / Short / Big / Small /
plump/ wrinkles / grey / bald / Thin

Grow / Develop / Change

Cultural Capital

Visit to the local Fire Station (Year A)
Visit to the Berwick Barracks

Vocabulary

Emergency Services / Fire Brigade

Great Fire of London / City / Emergency /
Pudding Lane / Bakery / Bee Hive Oven /
Buckets / flammable / Thatched roofs /
Wooden Frames / Narrow Streets / Wind /
Fire/ Flames / Burn / Smoke/ Spreading / King
Charles / Soldiers / 5 days / Water / River /
Fountains / Wells / Buckets / Samuel Peeps /
Diary / Buried/ wine / Papers / Cheese /
Precious / Valuable/ 87 Churches / 13,200
Houses / Homeless / Architects / Brick / Stone

World war/ shelters / gas masks / siren /
evacuee / soldier / air raid / Winston Churchill /
Prime Minister / Radio / Curfew / Rations /
Onesie/ Siren Suit

Nursery Rhymes

End Points

Nursery

- Recognise and sort old and new
- Talk about some old and new items.
- Know that things have changed over time.

Reception

- Describe similarities and differences from old and new.
- Explain how our use of items from the past has changed today.

My History: Growing Up

End Points

Nursery

- Recognise and sort young and old
- Talk about what they were like as a baby.
- Talk about what they are like today.
- Know that things change over time.

Reception

- Order up to 5 portraits in chronological order.
- Talk about things that have changed since they were a baby.
- Describe similarities and differences from young and old.

Who Helps Us?

End Points

Nursery

- Sort past and present photographs
- Know the people who help us in our community and what they do to help.
- Know that equipment and uniform have changed over time.

Reception

- Order equipment, uniform, events in chronological order.
- Compare how services helped us in the past to current day.
- Talk about how people fought the Great Fire of London compared to how fires are fought today.