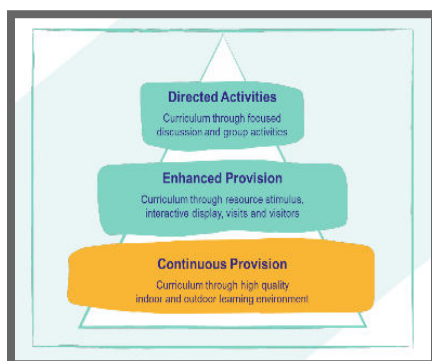




Early Years Curriculum Understanding the World - History

At Victoria Road the Early Years Curriculum is research based, understanding that Birth to 5 is a unique neurological and developmental phase. The curriculum plans for concrete learning experiences, the opportunity to revisit ideas in a variety of contexts and the embedding of learning behaviours which underpin the Characteristics of Effective Learning. In the Early Years learning is not compartmentalised and everything links.

Our Early Years Curriculum is based around the Early Excellence Triangle Model which divides learning into three strands, Continuous Provision, Enhanced Provision and Directed Activities.



In the Early Years children's Historical knowledge is developed through both the Continuous Provision and Enhanced Provision. Through the Continuous Provision opportunities are made available for children to revisit key concepts including exploring past and present when sharing stories set in the past, understanding monarchy and historical buildings and how they has changed over time during small world play and language development linked to time, for example using the calendar in the home corner to explore last month, last week, yesterday. Through enhanced provision, which has been carefully mapped out across the year, children are exposed to exploring changes over time starting with their life and that of their families with opportunities to explore chronology using timelines. Through stories, children find out about significant people from the past who have helped to change the world to make it a better place. In addition, Children begin to explore the concept of Monarchy and how that has changed over time, for example how a very long time ago King and Queens lived in castles.

Links	ELG UTW	Key Stage 1 National Curriculum
<p>EP Overview</p> <p>CP Small World</p> <p>Block Play</p> <p>Book Area</p> <p>Home Corner</p>	<p><i>Past and Present ELG</i></p> <ul style="list-style-type: none"> - 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; 	<ul style="list-style-type: none"> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i> <i>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]</i> <i>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</i> <i>significant historical events, people and places in their own locality.</i>