



# St Monica's R.C Primary School – Nursery Knowledge Organiser – History



## History in Nursery

We become Historians through the following EYFS areas of learning:

### Understanding the World

In Nursery, we cover History through the following themes:

#### Me Myself and I

Autumn – Why do leaves go crispy?

Winter Wonderland – Polar

Signs of Spring

Journeys – Holidays and Beaches

In Nursery, learn about the past and present through looking at our lives and the lives of family and friends.

Historical skills and knowledge are also developed through everyday discussions, role play and child-led interests.

## Historical Figures from the Past

Saint Nicholas  
Jackson Pollock (Art)  
Vivaldi (Music)  
Kadinski (Art)  
Guy Fawkes



## Celebrations

Bonfire Night  
Christmas  
Chinese New Year



## Historical Enquiry, Knowledge and Interpretation

### Changes over time

- Living things do not stay the same over time that we may notice e.g. haircuts, getting taller.
- Lots of things change over time e.g. plants, baby animals and caterpillars
- Baby animals grow into adults and their names change e.g. foal to horse
- As the weather changes, we need to dress differently e.g. scarves in winter



### Celebrations

- People celebrate special days through the year
- Some celebrations happen every year and I can recall what happened last year on the same day.



## Additional Knowledge

- Stories have a beginning, middle and end. They must be read in the correct order.
- Pictures show us how things have changed over time e.g. start of reception and the end.
- Some pictures from the past are in black and white.



## Chronological Understanding

### I can...

- talk about things that I did over the weekend or in the past with my friends.
- recall past events such as holidays or visits
- talk about significant events that have happened involving me or my family in the past
- make connections between past and present events in my own life
- talk about how I have changed since I was a baby
- talk about how I have changed in nursery
- talk about who is in my family and recall family names
- recall my family's roles/jobs in society and within my family
- sequence a story



### I know...

- that things can be the same but different
- about stories and some figures from the past

## Key Vocabulary

History, Past, Present, Future, Time, Family, Friends, Change, Celebrations, Seasons.

## History Links to EYFS Statutory Framework and Development Matters

### History

#### Understanding the World

##### **3 / 4 year olds:**

- Begin to make sense of their own life-story and family's history.

##### **Reception**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

##### **ELG: UTW: Past and Present**

- Talk about the lives of 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

## KS1 History National Curriculum Areas of Learning

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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]
- significant historical events, people and places in their own locality.