

History and Geography in the new EYFS framework

Key changes and how to adapt them to your setting.

Structure of the changes

- Changes to the guidance around the 'Prime area' of Understanding the World
- Changes to the elements within the Early Learning Goals

Understanding the world

- Aim is still to 'guide children to make sense of their physical world and their community'
- Additions;
 - increase knowledge and sense of the world around them
 - visit parks, libraries and museums
 - listen to stories, non fiction, rhymes and poems
 - foster understanding of our culturally, socially, technologically and ecologically diverse world

Changes to the Early Learning Goals

- Previously we focussed our history and geography around; *People and communities, The world and Technology*
- Changes to make it look much more structured and relatable to history and geography
 - Past and Present
 - People, Culture and Communities
 - The Natural World

Past and Present

- Making it separate from previously
- Not just tagged into people and communities
- Inclusion of the understanding of the past through settings characters and events encountered in books read in class and story telling

People, Culture and Communities

- Stories, non fiction and maps specifically referenced
- Know some similarities and differences between different religious and cultural communities
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key additions to your settings

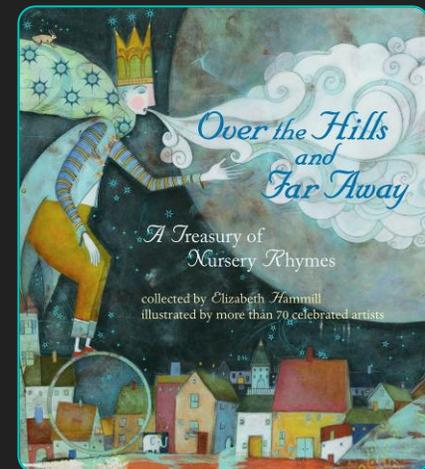
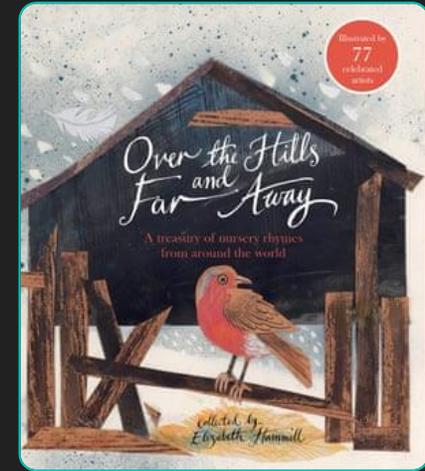
- Specific references to the use of maps
- Continued reference to stories, non fiction texts and discussion based learning
- Continued reference to building knowledge
- Breaking previous early learning goals into much clearer history, physical and human geography sections.

How to encourage it in your setting.

- Additional resources, maps, holiday brochures, simple artefacts and cultural items from across the world
- Non fiction books and stories from different cultures
- Role play areas structured around different countries and travel.
- Teacher led story times, nursery rhymes and different cultural poems/rhymes

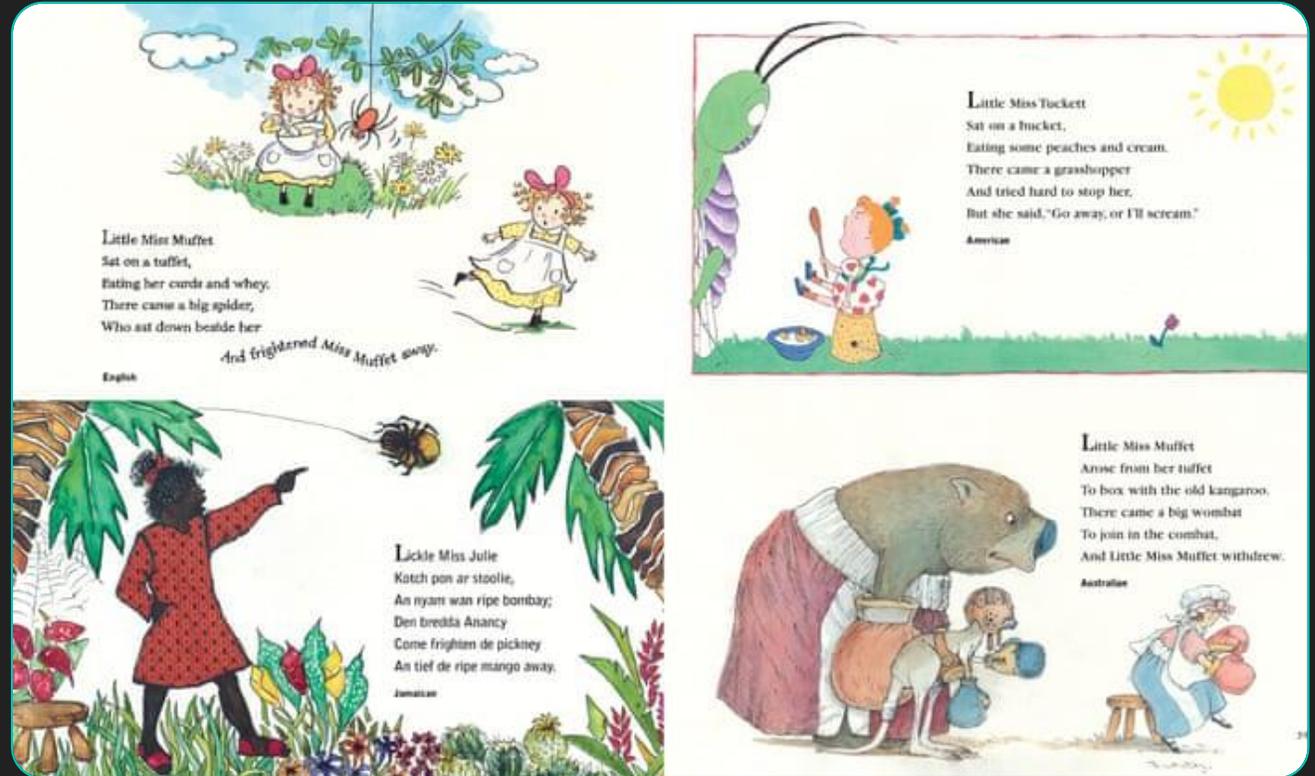
A favourite of mine.

- A lovely anthology to acquire, different covers to the same belting book.
- (£16.36 on amazon, other book stores are available)



Examples

- Comparison of different versions of a classic Little Miss Muffet rhyme, but with different cultural slants by different authors and artists.



Examples

Lullabies and stories from different continents.

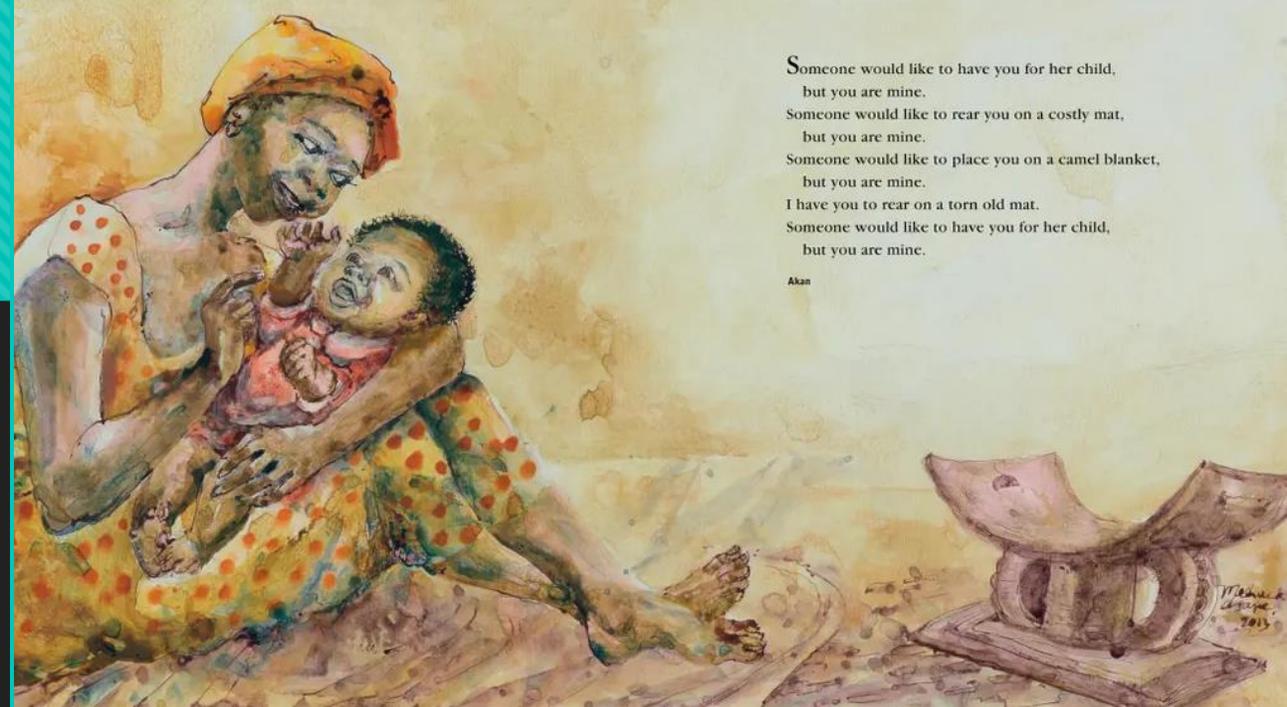
How shall I begin my song
In the blue night that is settling?
I will sit here and begin my song.
Tehono O'edham

10



Someone would like to have you for her child,
but you are mine.
Someone would like to rear you on a costly mat,
but you are mine.
Someone would like to place you on a camel blanket,
but you are mine.
I have you to rear on a torn old mat.
Someone would like to have you for her child,
but you are mine.

Akan



Structured Planning

- Visiting museums, or sites with historical importance and letting children have hands on experiences
- Show images of familiar situations in the past, sorting images into now and before, or 'this country, not this country' activities.
- Chronological opportunities where children organise images of themselves or staff through their lives.
- Invite members of the community from different backgrounds, religions and occupations to talk to the children and share their experiences

Child led and 'In the moment' planning

- Take the children into your schools outdoor environment and allow them to explore for themselves the plants, animals and insects.
- Providing the raw materials for children to invent their own games and stories.
- Giving children the resources but not the activities and allow them to experience toys from different cultures or times.
- Starting off sessions with stories, lullabies, nursery rhymes and letting children then go and embrace them in their own imaginative roleplay.
- Observe, listen and record what the children say and how they engage with stories without leading it yourself.