



Understanding The World.

Educational Programme.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Past and Present

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.

ELG'S

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, 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.

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, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



History in the EYFS.

CHRONOLOGICAL UNDERSTANDING

Use everyday language related to time.

Order and sequence familiar events. (sequence events in their own lives)

Describe main story settings, events and principal characters.

Talk about past and present events in their own lives and in the lives of family members.

I can –

- talk about my own family and know how they are similar/different to others
- talk about the experiences I have had at different points in the school year
- fit people/events (3) onto a chronological framework
- use simple language that relates to the passing of time

HISTORICAL ENQUIRY

Know that information can be retrieved from books and computers.

Find answers to simple questions and the past from sources of information e.g. artefacts/photos/pictures

I know –

- that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle.

I am able to -

- answer 'how' and 'why' questions

I can ask

- simple questions about artefacts

HISTORICAL KNOWLEDGE

Knowledge and understanding of events.

Be curious about people and show interest in stories.

Answer how and why questions in response to stories or events.

Knowledge and understanding of people.

Recognise or describe special times or events for family or friends.

“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt



History in the EYFS.

INTERPRETATION OF HISTORY

To understand the past through settings, characters and events encountered in books read in class and storytelling.

To understand what artefacts and photographs are from the past.

Know about similarities and differences between themselves and others and among families, communities and traditions.

I can –

- compare and contrast characters from stories, including figures from the past (Robin Hood/Guy Fawkes).
- comment on images of familiar situations in the past.

I am beginning to

- identify ways in which the past is represented through artefacts, photographs and stories.

“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

HISTORICAL TERMS

Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.

EXAMPLE VOCABULARY -

Words associated with the passing of time,

*e.g. Today, yesterday, then, now, before, I, born, object, difference
past, a very long time ago, before, after, when new, old, older, oldest,
long ago, modern, now, then, a long time ago, recently, a short time ago,
first, second, when your parents/carers/grandparents were young, lifetime,*

words associated with specific themes / events / periods

words associated with types of evidence, *e.g. memorial, eyewitness*

ORGANISATION AND COMMUNICATION

Record using marks they can interpret and explain.

Answer how and why questions in response to stories or events.

Explain own knowledge and understanding, and ask appropriate questions.

Communicate their knowledge through:

Discussion, drawing, drama, role play, making models, writing, ICT ...



History in the EYFS.

What does an EYFS Historian need to understand?

That times passes in sequential order

That there are key words/vocabulary associated with the passage of time

That the passage of time changes us all

What does an EYFS Historian need to know?

There are days of the week that repeat and go in order

There are seasons that repeat and go in order

The times of the day go in order and repeat everyday e.g. morning is before lunch time

Know the past tense of verbs

Know before and after as a concept

Ordering language such as First, next, after that, in the end

Stages of human growth from a baby to an elderly

Things are the same/different

Live things does not stay the same over time

How can they show they are Historians?

Start to show the awareness of time in the day e.g. stating it is lunchtime next

Commenting and noticing on what happens in each season

Being able to narrate their daily routines/weekly activities

Use past tense with increasing accuracy

Sequence stories and events

Able to notice changes e.g. a new skill in themselves/friends/parents

Able to compare & say what is the same or different about something

Able to notice & celebrate new things they can do e.g. I can now write letters but when I first started Reception, I couldn't



History in the EYFS.

What does an EYFS Historian need to understand?

That the passage of time changes the world around us

We need to change what we do/wear in response to the passage of time

What does an EYFS Historian need to know?

Notice that things in nature change with time

Know the seasons and key changes to nature in each season

Know names for baby animals

Organic things decay overtime

Know that plants/chicks/tadpoles etc grow and change over time.

That weather changes according to the seasons

That we need to dress accordingly to keep ourselves safe and comfortable

How can they show they are Historians?

Collect the evidence for changing seasons e.g. flowers or shards of ice

Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)

Sequence a life cycle/stages of growth of a plant/animal

Comment on how what we wear changes with the seasons

To develop self-care routines including wearing/choosing appropriate clothes

To narrate why we wear hats in winter and sun-cream in the summer



History in the EYFS.

What does an EYFS Historian need to understand?

That events/celebrations take place at specific points of the year



What does an EYFS Historian need to know?

People in our community celebrate special days

Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)

These celebrations are mostly because of an event that happened in the past



How can they show they are Historians?

Say what might happen on special days e.g. we dress a tree at Christmas

Join in celebrations and sometimes remember what happened last year on that same day