EYFS Understanding the World - HISTORY

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning.
These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
In addition, the **Prime** Areas of Learning (**Personal, Social and Emotional Development, Communication and Language and Physical Development)** underpin and are an integral part of children's learning in all areas.

EYFS Understanding the World Educational Programme (Statutory)

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.

EYFS UW Past and Present (History) Opportunities

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
• Listen to what children say about their family. • Share information about adult's own family, giving children time to ask questions or make comments. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Using examples from real life and from books, show children how there are many different families. • Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.	• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. • Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.	• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling. • Introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.	• Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. • Listen to what children say about their own experiences with people who are familiar to them.

Development Matters

Children will learn to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

Vocabulary

past, long ago, yesterday, last week, a long time ago, artefact, famous, brave, in the past, old, new, then, now

ELG: Past and Present
(Statutory)

Children at the expected level of development will:

- 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.

3 and 4 Year Old Children:

Begin to make sense of their own life-story and family's history.
Show interest in different occupations.

Wensley Fold EYFS History Coverage

What we are learning:

Objective	Learning in EYFS			
To comment on images of familiar situations in the past	Appreciate that photographs of the past tell them about how things have changed.	Learning, through handling artefacts, that parents/grandparents did not have the modern appliances we have today.	Able to talk about changes they note in photographs - of local historical areas, and from direct experiences of past events (moon landing)	Begin to show that they can organise artefacts by age and start to justify their choices.
Vocabulary: past, long ago, yesterday, last week, a long time ago, artefact, old, new, then, now				
Compare and contrast characters from stories, including figures from the past	Appreciate that many stories are set in a time in the past.	Appreciate that through being brave people in the past have made changes. (Rosa Parks)	Talk about why people did what they did and discuss what drove them to do so. (Guy Fawkes, Rosa Parks)	Begin to appreciate that many people did things in the past that has helped to make the world a better place. (Neil Armstrong, Charles Darwin, Rosa Parks)
Vocabulary: famous, brave, in the past				

Substantive Knowledge:

To know the names of people in the past who were brace or made changes, and what they did – Guy Fawkes, Rosa Parks, Neil Armstrong, Charles Darwin

Disciplinary Knowledge:

To appreciate that photographs from the past can tell us how things have changed (including photographs of our own past e.g. baby photos).
To order artefacts by age.

When and how we are learning it:

Autumn 1	Autumn 2
Marvellous Me! My own life and my community	**Magical Tales –** What was life like a long time ago e.g. clothes, homes, transport
• Children can talk about members of their immediate family and community. • Children talk about occupations within their community and the lives of people around them • Children know that we change as we grow and that the time when we were babies is in the past, using photographs from their past. • Children learn about ***Rosa Parks*** as part of Black History Month. They learn that things in the past have not always been fair and through being brave, people have made the world a better place.	• Children learn about ***Guy Fawkes*** and the story of the Gunpowder Plot while celebrating Bonfire Night. They learn that his beliefs made him do what he did. • Children compare and contrast characters from traditional tales and stories and know these were set in the past. Children discuss how their lifestyle compares to ours (past vs present). • Children look at artefacts from homes when their parents/grandparents were children e.g. telephones (vs mobiles), computers, cameras, large TVs, radio vs Alexa, video, CDs, cassettes, weighing scales. • Children learn about celebrations such as Christmas and Diwali and appreciate that these have been celebrated for many years in the past.

Spring 1	Spring 2
Starry Sky – night time workers in our community and moon landing	**Amazing Animals!** – learning about concept of discovering dinosaurs through artefacts/bones found. World was very different a long, long time ago.
 • Learning about the people in our community who work during the night • Children learn about the moon landing, learning about ***Buzz Aldrin*** and ***Neil Armstrong*** • Children learn about celebrations such as Eid and Lunar New Year and appreciate that these have been celebrated for many years in the past.	• Children understand the past through stories and learn that dinosaurs lived a long time ago. • Children can talk about differences and similarities between the world now and millions of years ago. • Children explore fossils and learn about ***Mary Anning*** and her role in learning about dinosaurs.
Summer 1	**Summer 2**
Growing! – discovering history of plant discovery	**Look at our world** – exploring local historically significant figures and places
• Compare and contrast significant figures from the past and present who were important for plant discovery. 	• Comment on images of familiar situations in the past – particular focus on Corporation Park (Blackburn) and images from 1900. • Children to visit Corporation Park and explore same locations as old 1900s images.

Assessment:

Progression in History in EYFS			
End of Nursery • Beginning to have an understanding for terms like, yesterday, last week and last year; • Appreciating that they may have siblings that are older than them and that they may be older than a younger sibling; • Appreciating that certain artefacts and resources are old and have been used before.	**Autumn 2** - Remembering and talking about significant events in their own experiences, e.g. birthday; - Knowing and understanding that their grandparents are older than their parents; - Beginning to be familiar with words and phrases associated with long ago, such as 'in the past' or 'a long time ago'; - Beginning to understand that some familiar stories were set in a time before they were born.	**Spring 2** - Recognising and describing special times or events for family or friends, e.g. Eid, christening, Christmas; - Beginning to compare and contrast characters/real life figures in stories about the past - Understanding that people celebrated events like Eid and Christmas before they were born; - Using appropriate language to describe the past, such as, 'in the past'.	**End of EYFS (ELG)** • 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.
End of Year 1 Expectations • Know that the toys their grandparents played with were different to their own; • Know that toys people from the past played with are different to their own; • Organise a number of artefacts by age;			

- Know what a number of older objects were used for;
- Know the main differences between their school days and that of their grandparents;
- Name a famous UK person from the past and explain why they are famous;
- Remember parts of stories and memories about the past;
- Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after;
- Know the name of a famous person, or a famous place, close to where they live.