



History in the Early Years - Understanding of 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.

	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Communication			Speaking <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <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.

Transition from Reception to Year 1

Relevant Early Learning Goals	Y1 National Curriculum Objective
<p data-bbox="280 252 752 276">Understanding the World: Past and Present</p> <ul data-bbox="181 319 846 534" 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.	<p data-bbox="1424 252 1503 276">History</p> <p data-bbox="916 319 2029 502">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 some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p data-bbox="916 542 1245 566">Pupils should be taught about -</p> <ul data-bbox="916 574 2051 885" style="list-style-type: none">• 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, places in their own locality

What we learn in History in EYFS.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><u>All About Me</u> Past and Present (History) My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young; Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Nursery?</p>	<p><u>Journeys</u> Past and Present (History) George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p><u>Dinosaurs</u> Past and Present (History) Children will know that many things happened in the past, or 'a long time ago'. Children will develop a sense of chronology, adding to their understanding as they work through the unit. Children will know that a long time ago, dinosaurs lived, but they are no longer alive. Some children will be able to explain that stegosaurus lived a long time before T-Rex.</p>	<p><u>Growing and changing</u> Past and Present (History) Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p><u>Animals and their Babies</u> Past and Present (History) Children are beginning to understand that habitats around the world are under threat and must be protected. How the world and the habitats have changed.</p>	<p><u>Heroes and Adventures</u> Past and Present (History) Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon</p>
Reception	<p><u>All About Me</u> Past and Present (History) My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young; Family Trees, diverse representations of family life. Developing sense of chronology; before I was</p>	<p><u>Transport: Past and Present</u> Past and Present (History) Children recognise that transport in the past was very different from transport today. Children know that trains ran by steam in the past. Children know transport has changed over time. Children begin to think about the future.</p>	<p><u>Space</u> Past and Present (History) What scientists and astronomers know about our Solar System now, our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why</p>	<p><u>Growing and changing</u> Past and Present (History) Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p><u>Kings and Queens</u> Past and Present (History) The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p>	<p><u>Stories from the Past</u> Past and Present (History) Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend</p>

	born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Nursery?		it was built and launched.			of St George and the Dragon
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