

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.

Objectives from the Development Matters EYFS:

(Bold-EY2P-History Objectives/Other-Historical Association curriculum links, e.g. change in seasons and over time in immediate memory etc.)

Understanding the World

Birth to three - babies, toddlers and young children will be learning to:

1. **Repeat actions that have an effect.**
2. Explore natural materials, indoors and outside.
3. Explore and respond to different natural phenomena in their setting and on trips.
4. **Make connections between the features of their family and other families.**
5. Notice differences between people.

3 & 4-year-olds will be learning to:

6. Talk about what they see, using a wide vocabulary.
7. **Begin to make sense of their own life-story and family’s history.**
8. Understand the key features of the life cycle of a plant and an animal.
9. **Talk about the differences between materials and changes they notice.**

Children in reception will be learning to:

10. **Comment on images of familiar situations in the past.**
11. **Compare and contrast characters from stories, including figures from the past.**
12. **Understand that some places are special to members of their community.**
13. Recognise that people have different beliefs and celebrate special times in different ways.
14. Understand the effect of changing seasons on the natural world around them.

ELG: Past and Present

- a. **Talk about the lives of the people around them and their roles in society;**
- b. **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;**
- c. **Understand the past through settings, characters and events encountered in books read in class and storytelling.**

ELG: People, Culture and Communities

- d. Know some similarities and differences between different religious and cultural communities in this country, drawing on their [past] experiences and what has been read in class;

ELG: The Natural World

- e. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their [past] experiences and what has been read in class;
- f. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS History Progression



Chronology		Range and Depth of Historical Knowledge		Interpretations of History		Historical Enquiry		Organisation and Communication	
Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Beginning to understand a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped the nation, how Britain has influenced/ been influenced by the wider world. E.g. Are children aware that some events (Guy Fawkes) happened a long time ago and link to parliament today or used to be dinosaurs and there are none now or climate change, etc.	A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped the nation, how Britain has influenced/ been influenced by the wider world. E.g. Are children aware that some events (Guy Fawkes) happened a long time ago and link to parliament today or used to be dinosaurs and there are none now or climate change, etc.	To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenge of their time. E.g. Can they tell you facts about current religions/celebrations and compare to their own lives?	To understand historical concepts such as cause and consequence, continuity and change, similarity, difference and significance and use to make connections, draw contrasts and analyse trends. E.g. Can they identify changes overtime- Changing seasons or growing up.	To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short-and long-term timescales E.g. Knowing about specific religious events like Divalli and how celebrations happen all over the world, etc.	To think critically, weigh evidence, sift arguments, and develop perspective and judgement. E.g. Can they tell you how they think a story might end and tell you why? To discern how and why contrasting arguments and interpretations of the past have been constructed. E.g. Mummy says this happened when she was little, while grandma says... To gain historical perspective by placing growing knowledge into different contexts. It's your birthday today? It was my birthday yesterday. / I can talk like pirates used to talk.	To inspire pupils' curiosity to know more about the past and ask perceptive questions. E.g. Did you have a birthday cake for your birthday?	To frame historically valid questions. E.g. What did you do last Christmas? To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. E.g. we know dinosaurs existed because of fossils.	To create their own structured accounts, including written narrative and analyses. E.g. A drawing with verbal explanation.	To use appropriate historical words and phrases relating to the passing of time. E.g. "Yesterday I ..." To gain and deploy a historically grounded understanding of abstract terms. E.g. Understanding that something happened a long time ago or has changed over time.

How we achieve these

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me Nursery rhymes Traditional Tales	Pete the Cat Children in Need Bonfire Night/Diwali Traditional Christmas traditions and celebrations Autumn	Winter Chinese New Year	New life Minibeasts Spring	Zoo animals Eid Summer	Pirates Holidays Ancient sea creatures Sink and Float Eid
Dev Matters Reference: 4,5,7.	Dev Matters Reference: 1,2,3,6.	Dev Matters Reference: 3,4,5,6.	Dev Matters Reference: 2,3,6,8.	Dev Matters Reference: 2, 6, 8.	Dev Matters Reference: 4,6,7,9.
Skills: Range and depth of historical knowledge: To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenge of their time.	Skills: Range and depth of historical knowledge: To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenge of their time.	Skills: Interpretations of history: To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short-and long-term timescales	Skills: Historical enquiry: To inspire pupils' curiosity to know more about the past and ask perceptive questions.	Skills: Organisation and Communication: To create their own structured accounts, including written narrative and analyses.	Skills: Chronology: Beginning to understand a coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped the nation, how Britain has influenced/ been influenced

EYFS History Progression



					by the wider world.
Vocabulary: Now Next Family Mum Mummy Dad Daddy Brother Sister Baby Change	Vocabulary: Change(s) Soon A long time ago Guy Fawkes Smell Hear See Order Compare Past Lives	Vocabulary: Different Same Changes Touch Feel Discuss Compare	Vocabulary: Yesterday Tomorrow New life Growth	Vocabulary: Old New Same Different	Vocabulary: A long time ago Same Different Lives See Compare
Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Me, Myself, Owls	Theme: Carnival of colours Children in Need Bonfire Night/Diwali Traditional Christmas traditions and celebrations	Theme: Winter and warm places Chinese New Year	Theme: How does your garden grow?	Theme: Dinosaurs and minibeasts	Theme: Under the sea adventures
Dev Matters Reference:	Dev Matters Reference: a,b,c	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:	Dev Matters Reference:
Skills: Interpretations of History To discern how and why contrasting arguments and interpretations of the past have been constructed.	Skills: Chronology A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped the nation, how Britain has influenced/ been influenced by the wider world. Historical Enquiry To frame historically valid questions.	Skills: Interpretations of History To gain historical perspective by placing growing knowledge into different contexts. Organisation and Communication To use appropriate historical words and phrases relating to the passing of time. E.g. "Yesterday I..."	Skills: Range and Depth of Historical Knowledge To understand historical concepts such as cause and consequence, continuity and change, similarity, difference and significance and use to make connections, draw contrasts and analyse trends.	Skills: Interpretations of History To think critically, weigh evidence, sift arguments, and develop perspective and judgement. Historical Enquiry To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.	Skills: Organisation and Communication To gain and deploy a historically grounded understanding of abstract terms.
Vocabulary Relatives Baby Toddler Born Grow Change Different	Vocabulary: Guy Fawkes Saint Nicholas A long time ago Questioning Finding out Last year	Vocabulary: Same Smell Taste Hear Touch see	Vocabulary: Compare Change Living Baby Grow	Vocabulary: Prehistoric Fossil Old Extinct Finding out	Vocabulary: Past Discover Pirate Cutlass Treasure