

## EYFS Curriculum Progression

### Understanding the World – History

In Early Years understanding the world through History is an important part of our curriculum.

‘Understanding the World’ encompasses a range of early historical skills and knowledge in Early Years. Children are encouraged to talk about past and present events in their own lives and in the lives of family members. Practitioners share historical stories, objects and pictures to prompt discussion using past, present and future tense. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present by observing routines throughout the day, growing plants, observing the passing of seasons and time and looking at photographs of their life and of others.

Practitioners encourage investigative behaviour and raise questions such as, ‘what do you think?’, ‘Tell me more about?’, ‘What will happen if..?’, ‘What else could we try?’, ‘What could it be used for?’ and ‘How might it work?’ Use of language relating to time is used in daily routines and conversations with children for example, ‘yesterday’, ‘old’, ‘past’, ‘now’ and ‘then’.

Alongside planned learning, children are encouraged to follow their own interests and create ideas around their own fascinations.

<b><u>Implementation</u></b>	<b><u>Learning experiences</u></b>	<b><u>Key vocabulary &amp; what children need to know</u></b>	<b><u>Outcomes</u></b>
<b><u>Caterpillars</u></b> Nursery 2 year old Provision	Introduce and play with objects that are from the past (e.g. an old turn dial phone, suitcases, camera)  Talk about today and reflect upon events of the day. Who did you see today? Who will you see tomorrow?  Talk about new things or changes.	Knows full name.  Talks audibly and intelligibly to self at play, concerning events happening here and now.  Continues to imitate phrases (echolalia).	Make connections between the features of their family and other families.  Notice differences between people.

		<p>Can select pictures of actions in present tense, e.g. 'which one is eating?'</p> <p>Questions beginning 'what?' or 'who?'</p> <p>Pronouns 'I', 'me' and 'you'.</p>	
<p><b>Butterflies</b> Preschool provision</p>	<p>Talk about days of the week, weekend and use language to support the past, present and future.</p> <p>Introduce and play objects from the past and talk about what they would have been used for.</p> <p>Re-tell what their parents have told them about their own life story.</p> <p>Talk about what their parents have told them about their family's history.</p> <p>Talk about how my family travels to different places in the past.</p> <p>Introduce different occupations including the fire service, the police service and the health service.</p>	<p>Today Yesterday Went Going Before After Then</p>	<p>Begin to make sense of their own life-story and family's history.</p>
<p><b>Holly Class</b> Reception</p>	<p>Experience various sources (e.g. artefacts, photographs, paintings, stories, video clips and information texts) that are set in or about the past.</p> <p>Talk about how things are different or the same to the present.</p>	<p>Talk about events/artefacts using everyday words such as 'Before I was born' and 'now' Before, long age, old, new, next, when, changes,</p>	<p><b>ELG</b> <b>Talk about the lives of the people around them and their roles in society.</b></p> <p><b>Know some similarities and differences between things in the past and now, drawing</b></p>

	<p>Compare current and historical examples for a greater depth of understanding.</p> <p>Show some understanding of why the past was different. E.g. a simple understanding about not having electricity/batteries so candles needed to be used for lighting</p> <p>Talk about how the lives of families were similar and different in the past.</p> <p>Talk about how transport was different in the past.</p> <p>Talk about some features of the fire service, police service and health service today and how they used to be different in the past.</p> <p>Talk about how school was different in the past.</p> <p>Talk about how farming was different in the past.</p> <p>Show understanding that artists produce art in the past that we still enjoy today.</p>	<p>past, present, future, older, oldest, newer, newest.</p>	<p><b>on their experiences and what has been read in class.</b></p> <p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>
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