

Understanding the World: History within EYFS

National Curriculum Links/Skills – Historical Interpretations, Historical Investigations, Chronological Understanding, Knowledge and Understanding of Events, People and Changes in the Past and Present, Organising and Communicating

EYFS - Understanding the World	Key questions	Key Vocabulary	Outcomes - What children will know, remember and do
<p>The Natural World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>People, Culture and Communities and Past and Present</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>What is history? How do we know something is old? Do you understand what the word 'past' means?</p> <p>Why do things change over time? Have you attended any family celebrations?</p> <p>Do you look the same as you did when you were a baby?</p> <p>Are you the same age you were last year?</p> <p>Will you look the same as you do now in the future? Do you wear the same clothes you had as a baby? What happened in the past?</p>	<p>Similarities, differences, the same, birthdays, local, old, new, past present, then, now, change, growth, development, compare environment, change, time, celebrations, landmarks, differentiate, classification, sequencing, time oldest, modern, before, after</p>	<p>We encourage children to develop their understanding of this area of learning through learning about;</p> <ul style="list-style-type: none"> • Comparing old and new objects and materials • Events and experiences of the past and present • Changes over time – seasons, environment, local area, buildings • Now and then – making links • Passing of time – personal history • Use talk to sequence events and ask and answer questions. • Growing up and getting older - stages of development • describing memories and changes that have happened in their own lives; • Children can talk about events in the past from their own family members. • Children talk about events that have happened or may happen in the future. • Their origins, similarities and differences in traditions, festivities and celebrations that are significant to their family and community. • Topic related history- eg our history including Black history, remembrance day, etc. • Knowing that different people enjoy different things. • Sharing a range of experiences from the past -baby book, nursery , etc • Using historical vocabulary to retell simple stories about the past; • Using drama/role play to communicate their knowledge about the past. • Reflecting on their own stages of life – when they were born, before they started school and what might happen in future. • Reflecting on stages the of life of adults who are – significant to them.