



# Understanding the World: Past and Present - 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.

## Understanding the World: EYFS Statutory Educational Programme

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 Past and Present – Development Matters (non statutory)

### **Children aged 3 and 4 will be learning to (preschool):**

#### **Begin to make sense of their own life-story and family’s history**

*Examples may include: Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.*

### **Children in Reception will be learning to:**

#### **Comment on images of familiar situations in the past.**

*Examples may include: 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, show images of familiar situations in the past, such as homes, schools, and transport, offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.*

#### **Compare and contrast characters from stories, including figures from the past**

*Examples may include: Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present, feature fictional and non-fictional characters from a range of cultures and times in storytelling, in addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.*

## ELG: Past and Present (Statutory)

### **End of Reception: 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.**

### **Key Vocabulary:**

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Now, then, past, present, future, today, yesterday, tomorrow, remember, long ago, old, new, time, history, when I was little, before, after,