

Learning in EYFS:

What History looks like at St Bridget's

Understanding the world 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.

Our curriculum is planned to include the following throughout the year to give the children as many opportunities as possible for children to develop their love of history and revise, revisit and practise skills taught over and over. We believe that the youngest children can be given the skills to become effective and successful historians. We spend whole class and small group sessions giving the children the vocabulary and skills needed to encourage historical enquiry and allow children to lead their own research. We try to lay the foundations to set the children up for a strong history curriculum through the 5 main areas of historical understanding.

- **Chronological understanding**- use everyday language related to time, order and sequence familiar events, describe main story settings, events and principle characters.
- **Historical knowledge** – talk about past and present events in their own lives and in lives of family members. Talk about significant events / people of the past. Extend vocabulary, especially grouping and naming, exploring the meaning and sounds of new words.
- **Historical enquiry**- be curious about people and show interest in stories. Answer how and why questions in response to stories and events, explain their own knowledge and understanding and ask appropriate questions. Know that information can be retrieved from books and computers, recording using marks then can interpret and explain.
- **Interpretation of history**- identify ways in which the past is represented through artefacts, photographs and stories
- **Presentation of findings**- in EYFS children should be encouraged to communicate their knowledge through discussions, drawing pictures, role play, making models, writing and using ICT.

These are explored via themes and children's interest throughout the year e.g. Super me, super you – looking at our own timelines and discussing our past, present and future and comparing to others or terrific jobs looking at Florence Nightingale and Mary Seacole and hospitals in the past / present. Alongside these themes high-quality interactions between the adults and children will take place during discover and do time with lots of in the moment discussions to learn about history during discover and do time. Examples of history are added weekly to our Understanding the world floor book for

subject leads to look and see progression.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		<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.
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.