



EYFS PROGRESSION MAP 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.

	Learning Experiences	Key Vocabulary and what children need to know	Outcomes
Nursery 2-Year-Old Provision	<p>Introduce and play with objects that are from the past.</p> <p>Talk about how children have grown what they can do now compared to when they were younger.</p> <p>Talk about today and reflect upon events of the day. Who did you see today? Who will you see tomorrow?</p> <p>Talk about new things or changes.</p> <p>Talk about activities and special events they have done at home sharing photos uploaded to Seesaw by parents.</p>	<p>Knows full name.</p> <p>Talks audibly and intelligibly to self at play, concerning events happening here and now.</p> <p>Continues to imitate phrases (echolalia).</p> <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>Make connections between the features of their family and other families.</p> <p>Notice differences between people</p>
Pre-school	Children in Pre School begin to learn the concept of history as they:	Today Yesterday Went Going Before After Then	Begin to make sense of their own life-story and family’s history.



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	<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. Talk about what their parents have told them about their family's history.</p> <p>Children develop an awareness of past events in their own lives.</p> <p>In Term 1 during their 'My Fantastic Family?' topic, they remember special events such as their birthday or family events which they talk about with their peers.</p> <p>Opportunity to talk about their own memories and share pictures from home.</p> <p>Talk about how my family travels to different places in the past.</p> <p>Talk about special occasions and activities carried out at home using Tapestry pictures uploaded by parents as prompts.</p> <p>Introduce different occupations including the fire service, the police service and the health service.</p> <p>Talk about members of their immediate family and their relationship to them.</p> <p>Opportunities to listen to the differences in their own and other's lives and begin to make comparisons with their peers.</p>		
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Reception	<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>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>Talk about events/artefacts using everyday words such as 'before I was born' and 'now'</p> <p>Before, long ago, old, new, next, when, changes, past, present, future, older, oldest, newer, newest.</p>	<p>ELG Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past.</p> <p>Examine artefacts from the past commenting on similarities and differences to modern day equivalents.</p> <p>Hear and discuss accounts of the past involving people, places and events through storytelling and role play.</p> <p>Gained first-hand experience through visiting places locally of historic importance.</p> <p>Were supported to organise events using basic chronology.</p> <p>Recognise that things happened before they were born.</p> <p>Were introduced to people in stories about the past who did important things and are remembered today.</p> <p>Create their own personal timeline for their lives so far.</p>
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