

# 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.

### Implementation:

	<b>Learning Experiences</b>	<b>Key Vocabulary and what children need to know</b>	<b>Outcomes</b>
<b>Nursery</b>	<p>Introduce and play with objects that are from the past.</p> <p>Talk about how children have grown and 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>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>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>

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	<p>Talk about activities and special events they have done at home sharing photos uploaded to Seesaw by parents.</p>	<p>Questions beginning 'what?' or 'who?'. Pronouns 'I', 'me' and 'you'.</p>	
<p>EYFS</p>	<p>Talking about the lives of other members of their family.</p> <p>Recounting memories of special celebrations (for example birthdays).</p> <p>Showing an interest in the passing of time and how things change.</p> <p>Exploring objects or photographs from the past.</p> <p>Showing interest and talking about how they have changed and grown since they were babies.</p> <p>Talk about days of the week, weekend and use language to support the past, present and future.</p>	<p>Today Yesterday Went Going Before After Then</p>	<p><b>ELG</b> Begin to make sense of their own life-story and family's history.</p>

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	<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 some features of the fire service, today and how they used to be different in the past.</p> <p>Talking about their daily and weekly routine.</p> <p>Sequencing events from stories.</p> <p>Exploring their own interests which have historical links, for example finding out about dinosaurs.</p> <p>Acting out historical events with small world play figures.</p> <p>Asking questions about past events.</p>	<p>Talk about events/artefacts using everyday words such as 'before I was born' and 'now'</p> <p>Before, long age, old, new, next, when, changes, past, present, future, older, oldest, newer, newest.</p>	<p><b>ELG</b></p> <p>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>
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