

Understanding of the World History Overview



EYFS Understanding the World (Statutory)

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.

Development Matters

Talk about members of their immediate family and community.

- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past

ELG: - Past and Present (Statutory)

- 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

History Overview

Term 1 Me and My Community	<ul style="list-style-type: none"> - Family history - explore family members. - Changes since being a baby - History of Rectory Farm School past and present images
Term 2 People Who Help Us	<ul style="list-style-type: none"> - Remembrance Day - Who can keep us safe - history of different job roles - Diwali - Family traditions - Christmas - Family traditions - Bonfire Night
Term 3 Amazing Animals	<ul style="list-style-type: none"> - Animals from the past - Dinosaurs - Mary Anning- Fossil hunter
Term 4 Travel and Transport	<ul style="list-style-type: none"> - Transport from the past/present comparison - Easter traditions
Term 5 Spring time on the Farm	<ul style="list-style-type: none"> - Van Gogh - History of the Artist - Eid traditions - Farming in the past and present - change in technology and demand
Term 6 The Great Outdoors	<ul style="list-style-type: none"> - Matisse - History of the Artist - Victorian Seasides VS modern day

EYFS History Skills NPAT

Chronological Understanding	Historical Enquiry	Organisation and Communication
<ul style="list-style-type: none">- Compare and contrast characters from stories including figures from the past- Know some similarities and differences between things in the past and the present day, drawing on their experiences and what they have learnt in class- Use everyday language related to time- Order and sequence familiar events- Talk about past and present events in their own lives, in the lives of family members and in the lives of others in different communities and traditions	<ul style="list-style-type: none">- Answer how and why questions in response to events and stories- Explain own knowledge and understanding and asks appropriate questions- Know that information can be found in books, from people and through IT- Record understanding in a way they can interpret and explain- Identify similarities, differences, patterns and change- Develop understanding of growth and changes over time	<ul style="list-style-type: none">- Communicate knowledge through; discussion, drawing pictures, drama/role play, making models and writing- Begin to develop knowledge of history concepts: change, legacy, community and power (