



EYFS Long Term Plan:-Understanding the World (History)

Educational Programme	<p>Understanding the World</p> <p>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 will support later reading comprehension. Non-fiction books, 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.</p>		
Characteristics of Effective Learning	<p>Playing and Exploring Children investigate and experience things, and 'have a go'.</p> <p>Active Learning Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically Children have and develop their own ideas, make links between ideas and develop strategies for doing things.</p>		
	Autumn 1	Spring 1	Summer 2
Development Matters	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	

Early Learning Goal	<p>Understanding the World - Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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 		
	<p>Autumn 1</p> <p><i>Peek into the past</i></p>	<p>Spring 1</p> <p><i>Stories through time</i></p>	<p>Summer 1</p>
Key Vocabulary	<p>Adult, a long time ago, baby, change, child, different, grown, history, historian, new, now, old, past, present, teenager, then, toddler, order, photograph, similar</p>	<p>Dad, family, mum, older, grandad, grandma, achievement, courageous, medal, proud, sticky tape, trophy, fairy tale, king, power, queen, royalty, rule, cart, fan, hoop, new, old, past, present, aeroplane, bicycle, car, horse-drawn cart, motorbike, steam train, train</p>	
Quality Texts	<p>'Once There Were Giants' by Martin Waddell.</p> <p>Toys in the Past' by Elizabeth Moore.</p> <p>'Peepo' by Janet and Allan Ahlberg.</p> <p>'The Hungry Caterpillar' by Eric Carle.</p> <p>'The Leaf Thief' by Alice Hemming.</p>	<p>My Two Grandmas by Floella Benjamin</p> <p>Neil Armstrong Little People, Big Dreams by Maria Isabel Sanchez Vegara</p> <p>Paddington Bear at the palace by Michael Bond</p> <p>Katie's Picture Show by James Mayhew.</p> <p>Mr Grumpy's motorcar by John Burningham</p>	

Chronological Awareness

To know that someone's age is the time since they were born.

To know that they started life as a baby but have since grown and changed.

To know that some people are older than others.

To know that parents are older than children and grandparents are older than parents.

To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (Before, yesterday, last week, last year).

To begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")

To recognise significant dates for them (birthday).

To begin to sequence events when describing them (e.g. daily routines, events in a story)

To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (Before, yesterday, last week, last year).

To recognise that some stories are set a long time ago.

To recount what happened in their past using photos as a prompt.

To begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery...")

To begin to sequence events when describing them (e.g. daily routines, events in a story)

<p><i>Substantive Concepts</i></p>	<p>To recognise some interests and achievements from their own lives and the lives of their families and friends.</p>	<p>To know that in fairy tales kings/queens are usually important, powerful people who rule over others.</p>	
<p><i>Disciplinary Concepts</i></p>	<p>To experience cause and effect in play – achieve through continuous provision. To begin to recognise similarities and differences between the past and today. To recall special people in their own lives. To know the names of people that are significant to their own lives. To recognise that different members of the class may notice different things in photographs from the past.</p>	<p>To know that the environment around us changes as time passes. To experience cause and effect in play – achieve through continuous provision. To use photographs and stories to compare the past with the present day. To use stories and non-fiction books to find out about life in the past. To know that stories and books can tell us about the past. To recognise that different members of the class may notice different things in photographs from the past. To begin to understand that the past can be represented in photographs and drawings.</p>	<p>To be aware of changes that happen throughout the year (e.g. seasons, nature).</p>

<p><i>Historical Enquiry</i></p>	<p><i>To ask questions about the differences they can see in photographs or images (in stories) that represent the past.</i></p> <p><i>To make simple observations about the past from photographs and images</i></p> <p><i>To communicate their findings by pointing to images and using simple language to explain their thoughts.</i></p>	<p><i>To ask questions about the differences they can see in photographs or images (in stories) that represent the past.</i></p> <p><i>To make simple observations about the past from photographs and images.</i></p> <p><i>To decide if photographs or images (e.g. from stories) depict the past.</i></p> <p><i>To communicate their findings by pointing to images and using simple language to explain their thoughts.</i></p>	
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