



UNDERSTANDING THE WORLD – HISTORY ELEMENT (PAST AND PRESENT STRAND)

Intent

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.

Relevant Development Matters Statements and ELGs

Reception – Development Matters

- Talk about images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past

Early Learning Goals (ELG)

- 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

Key Experiences

- Photos of family members and key life events. Discussions around what I can do now which I could not do when I was a baby or toddler
- Photos of old houses, parents and grandparents when they were younger
- Visits from older adults to discuss life then and now
- A topic on 'Transport Then and Now' including a visit to Manchester airport to go on old and new aeroplanes and to discuss the Wright Brothers and Amelia Earhart
- A topic on 'Manchester Then and Now' including study of local artist LS Lowry. Hands on experience of two of his actual paintings



Our curriculum is underpinned by our RESPECT VALUES, which are covered throughout all subjects. The following values are exemplified in this subject:

Resilience: Via encouragement children are given opportunities to use and recall tricky new vocabulary

Empathy: Via discussions about life in the past, children are made aware of differences between then and now. Children discuss things such as difficulties encountered in the past (travel, working conditions, shops) compared to the today.

Excellence: Children are encouraged to try their best when accessing various activities relating to our topics

Communication: Opportunities to use new vocabulary when speaking in groups about experiences and opinions.

What this looks like in an EYFS Environment

Children have access to books and photos that highlight past events in their lives and those of their families. Fairy tales are used to highlight the past through settings. Key historical events throughout the year such as Remembrance Day and Royal events to highlight key historical figures.

Over the year, we add photographs, images and information to a class timeline. This includes transport, historical figures, family members, stories and music.