Early Years Foundation Stage

Development Matters: Understanding the World

Understanding the World is a specific area and consists of:

People and Communities
The World
Technology

The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.

The three prime areas (PD, PSED, C&L) begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring

- active learning

- creating and thinking critically

Curriculum 2014 - *History*

Purpose of study

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long-term timescales.

Attainment targets
By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

***History* Steps**

Development matters in the Early Years Foundation Stage (EYFS)			
Specific area: *Understanding the world*			
	Aspect People and communities	**Aspect The world**	**Aspect Technology**
Birth – 11 months	*The beginnings of understanding of People and communities lie in early attachment and other relationships.* *See* Personal, Social and Emotional Development *and* Communication and Language.	• Moves eyes, then head, to follow moving objects. • Reacts with abrupt change when a face or object suddenly disappears from view. • Looks around a room with interest; visually scans environment for novel, interesting objects and events. • Smiles with pleasure at recognisable playthings. • Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.	*The beginnings of understanding technology lie in babies exploring and making sense of objects and how they behave.* *Consider Characteristics of Effective Learning* - Playing and Exploring *and* Creating and Thinking Critically
8-20 months	Natural overlap. See above and below to allow for individual pace of development	• Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it. • Looks for dropped objects. • Becomes absorbed in combining objects, e.g. banging two or placing objects into containers. • Knows things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing.	Natural overlap. See above and below to allow for individual pace of development

Development matters in the Early Years Foundation Stage (EYFS)			
Specific area: *Understanding the world*			
	Aspect **People and communities**	**Aspect** **The world**	**Aspect** Technology
16-26 months	• Is curious about people and shows interest in stories about themselves and their family. • Enjoys pictures and stories about themselves, their families and other people.	• Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking. • Remembers where objects belong. • Matches parts of objects that fit together, e.g. puts lid on teapot.	• Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times. • Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.
22-36 months	• Has a sense of own immediate family and relations. • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. • Beginning to have their own friends. • Learns that they have similarities and differences that connect them to, and distinguish them from, others.	• Enjoys playing with small-world models such as a farm, a garage, or a train track. Provide models from times past, eg dinosaurs, steam engines, a pirate ship or a castle • Notices detailed features of objects in their environment. Link with Mathematics SSM: Understands some talk about immediate past and future, e.g. '*before*', '*later*' or '*soon*'. • Anticipates specific time-based events such as mealtimes or home time.	• Seeks to acquire basic skills in turning on and operating some ICT equipment. • Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Development matters in the Early Years Foundation Stage (EYFS)			
Specific area: Understanding the world			
	Aspect People and communities	**Aspect** **The world**	**Aspect** **Technology**
30-50 months	• Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment.	• As well as present day equipment, has a go at operating simple equipment, from the past! • Knows that information can be retrieved from computers Knows that information about the past can be retrieved from computers eg watch a news clip or film about an event that happened before I can remember/before I was born
40–60+ months	• Enjoys joining in with family customs and routines. **Early Learning Goal** **Children talk about past and present events in their own lives and in the lives of family members.**	• Looks closely at similarities, differences, patterns and change. **Early Learning Goal** **Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.**	Continue to develop ICT skill as above • Completes a simple program on a computer eg sequence a series of events • Uses ICT hardware to interact with age-appropriate computer software eg print a label for an artefact or photo **Early Learning Goal** **Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.**

National Curriculum 2014

History

	Aspect Chronological understanding	**Aspect** Understanding of 'the past'	**Aspect** Historical enquiry & interpretation	**Aspect** Communication & expression
Band 1 Beginning Beginning+ Within Within+ Secure Secure+	1. You are unique! Know that you have your very own history Recall events from own past 2. Which of two related objects is the older?-all suggestions valued 3. Listen to a range of stories, remember the exciting parts & sequence them 4. Use the best words you can think of when talking about the past- old, new, young, names of days/months, last year/this year	1. Hear, read or watch lots of stories set in past times. Try listening to older people recounting events. Become comfortable with 'the past' and gain a sense of familiarity with it 2. Be able to suggest whether a story is set in the past or the present	1. Develop a healthy sense of curiosity. Handle and observe artefacts, get out and about locally, talk to mum, dad, grandparents and ask them questions eg Did you like school? (Why/why not?) What was your favourite toy?	Talk in a group, bring photos and objects to show and display-perhaps the teddy you were given as a baby or your tiny first pair of shoes… Dress up, try things out, engage in role play. and stretch that imagination to draw, write, make models and paint. Can you use your computer skills to paint & print?
Band 2 Beginning Beginning+ Within Within+ Secure Secure+	1. Remember to use the past tense when telling others about something that has happened 2. Put people, events or objects in order using a given time scale 3. Make it easy on the eye- introduce timelines and enjoy adding to them (warning-they can grow and grow) 4. Use words such as before, after, then, now, a long time ago, recently. Try out some others!	1. Begin to use all the information that you have been acquiring to describe what the past was like 2. Make comparisons between then & now 3. Talk about events from a period of history that you have enjoyed studying	1. Build up confidence and develop a real enthusiasm for history. Include visits to museums, meet the curator, invite a local contact to school (a friend or colleague/governor) & keep on asking questions… 2. 'Make the link!' Why do you think that person in the past acted that way? Was it easy for them to decide what to do?	Choose ways of doing things! Can you do a performance of a favourite episode from history? Can you make music or sound effects to go with it? Have a go at using modern-day technology to create ancient sound effects… What about movement or dance?
Band 3 Beginning Beginning+ Within Within+ Secure Secure+	1. Fuel an enthusiasm for timelines & see how they can be divided into whole chunks or periods of time 2. Understand the meaning of BC and AD 3. Use impressive words such as century & decade-link to maths?	1. Learn to use evidence to find out how aspects of society have changed during a time period eg homes and settlements, culture and leisure, rich and poor, beliefs and attitudes.	1. Try listening to two versions of the same event in history & identify the similarities and the differences. 2. Is either one of them a true recount…?	Build on the above, using your ideas to present your findings appropriately. Use dates and term with increasing accuracy. Discuss ways of presenting information for different purposes and audiences.

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