



# HISTORY IN THE EYFS

Understanding the world

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.

***"Art has the role in education of helping children become like themselves instead of more like everyone else."***  
***~ Sydney Gurewitz Clemens***



	<b>Children will be learning to...</b>	<b>What the learning will look like...</b>
<b>Foundation Stage 2 (Reception)</b> <b>Age - 4 &amp; 5</b>	<p>Talk about members of their immediate family and community.</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>	<p>During dedicated talk time, adults listen to what children say about their family.</p> <p>Adults sharing information about their own family, giving children time to ask questions or make comments.</p> <p>Adults encouraging children to share pictures of their family and listen to what they say about the pictures.</p> <p>Adults using examples from real life and from books, to show children how there are many different families.</p> <p>Adults presenting children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p> <p>Adults showing images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Adults looking for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Adults offering opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Adults frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Adults use texts that feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</p> <p>Adults drawing out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>

