# Learning in EYFS
## History

In planning and guiding what children learn, practitioners will reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** – children investigate and experience things, and 'have a go'; **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy their achievements for their own sake; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

| History | | | |
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| Three and Four-Year-Olds | Understanding the World | | • Begin to make sense of their own life-story and family's history. |
| Reception | Understanding the World | | • Comment on images of familiar situations in the past.<br>• Compare and contrast characters from stories, including figures from the past. |
| ELG | Understanding the World | Past and Present | • Talk about the lives of people around them and their roles in society.<br>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br>• Understand the past through settings, characters and events encountered in books read in class and storytelling. |

| EYFS End Points |
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| 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. |

| Understanding of the World Autumn | Understanding of the World Spring | Understanding of the World Summer |
|---|---|---|
| • Children can talk about who is in their family.<br>• Children can talk about what they do as a family.<br>• Children know that there are lots of different types of families.<br>• Children know about the symbol of the poppy for Remembrance Day.<br>• Children can talk about what their parents and grandparents did in the past.<br>• Children know that some things happened in the past, e.g. related to Remembrance Day.<br>• Children know that it is ok to believe something different to other people.<br>• Children know that people celebrate festivals. | • Children recognise that there are other places in the world/UK that are different to where they live.<br>• Children know that transport and vehicles were different in the past.<br>• Children are aware of their personal life experiences.<br>• Children are able to talk about different family members and how they fit into their lives.<br>• Children can compare old and new toys.<br>• Children know that people at different ages need different things, e.g. a baby compared to a school child. | • Children make observations about how they have grown up.<br>• Children know that all humans, plants and animals change as they grow up.<br>• Children can compare changes in significant local places,<br>• Children know basic information about the Royal Family. |

**Historical Enquiry (also linked to CofETL)**

- Identify similarities and differences.
- Know that information can be retrieved from books, the internet and people.
- Begin to ask and answer 'how' and 'why' questions in response to stories or events.

**Assessment**

I can talk about changes in my life.
I can explain how things change over time.
I can compare objects in the past and now.

**Vocabulary**

today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday

day, week, month, year, long ago, old, new/recent, history, modern

parent, grand-parent, great grand-parent, clue, artefact, memory, Who?, What?, materials, plastic, remember, poppy, same/different, change, people, lives

**Areas of Continuous Provision**
**Indoors**

- Construction Area – Building using different materials – discuss the variety of materials
- Creative – making different toys to recreate new and old toys
- Malleable/Playdoh – make families/vehicles/buildings out of playdoh and describe using historical language
- Small World – play families and using appropriate language
- Reading – range of fiction and non-fiction books about the past, present, toys, vehicles, buildings

**Key Questions – provide opportunities to develop curiosity, where adults can model questions and children can ask questions.**

- When do you get up?
- When do you go to bed?
- Can you think of things you do at different times of the day?
- Week?
- Weekend?
- Are all the days the same?
- What is different?
- What happened the next day/day before?

Looking at objects

- What does… look, feel, smell like?
- What do you think you might do with it?
- What is it made of?
- Have you seen anything like it before?
- Can you…?
- Why…?
- How is it different?

Looking at pictures in books or photographs

- What can you see?
- What do you think…?
- Can you see any people in the picture?
- What are they doing?
- What are they wearing?
- Are their clothes the same as yours?
- What do you notice that is different?