

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.

History

| EYFS | | Year 1 | Key vocabulary |
|---|--|---|--|
| <p>Use everyday language related to time. Order and sequence familiar settings. Describe main story settings, events and principal characters. Talk about past and present events in their own lives and family members. Talk about changes in their own life as they have grown.</p> | Chronological knowledge / understanding | <p>Use common words and phrases related to the passing of time. Sequence events or objects in chronological order. Build a visual timeline and talk about why they have placed the objects in a particular order.</p> | <p>today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday</p> <p>day, week, month, year, long ago, old, new/recent, history, modern</p> |
| <p>Show interest in stories and recalls events beyond living memory(Guy Fawkes, Rama and Sita, Chinese New Year, Christmas Story, Saint days,)</p> <p>Answer how and why questions in response to stories.</p> <p>Ask questions.</p> <p>Know that information can be found in books and on the computer.</p> | Historical enquiry – using evidence/ communicating ideas | <p>Understand some ways we can find out about the past.</p> <p>Ask and answer questions from a source.</p> <p>Begin to understand the effectiveness of a source.</p> | <p>parent, grand-parent, great grand-parent, clue, artefact, memory, Who?, What?, materials, plastic, remember, poppy, same/different, change, people, lives</p> |
| <p>Begin to identify different ways the past is represented, (photos, stories, artefacts etc)</p> | Interpretations of history | Identify different ways in which the past is represented. | |
| <p>Enrichment: Visit to local church and churchyard. Visitors: War veteran. Grandparents.</p> | | | |

ELG: Past and Present Children at the expected level of development will: - 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.