

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning 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 achievements; **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 (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

Nursery – Understanding the World – People, Culture & Communities - History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<ul style="list-style-type: none"> • Retell past events in correct order • Use talk to connect ideas, recall and relive past experiences • Remembers & talks about significant times or events for family & friends • Begin to make sense of own life-story & family's history 	<ul style="list-style-type: none"> • Question why things happened & give explanations • Understand why and how questions • Asks who, what, when & how • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Comment and ask questions about aspects of the familiar world such as the place where they live or the natural world • Preserve memories of special events e.g. make a book, video, photos • Share stories about people from the past who have an influence on the present 	<ul style="list-style-type: none"> • Shows interest in different occupations

Nursery – Understanding the World – People, Culture & Communities - History knowledge

<ul style="list-style-type: none"> • Begin to make sense of their own life story and family history e.g. Know & talk about key events in their life, e.g. birthdays, weddings, Eid etc... • Know some stories about their family, e.g. looking at photos & sharing memories • Know about the lives of the people around them & their roles in society 	<ul style="list-style-type: none"> • Know about the past through stories, events encountered in books read in class & story telling
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Reception – Understanding the World – People, Culture & Communities - History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking and events • Comment on images of familiar situations in the past • Articulate ideas & thoughts in well-formed sentences • Talk about members of their immediate family • Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Ask questions to find out more & to check understanding of what has been said • Engage in non-fiction books 	<ul style="list-style-type: none"> • Ask questions to find out more & to check understanding of what has been said • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Comment on similarities and differences between home items from the past and present. • Comment on similarities and differences between pictures of the local high street in the past and now. • Talk about the lives of the people around them and their roles in society • Find out about a historical event from the past / an explorer from the past. • Find out about the occupations of people locally

Reception – Understanding the World – People, Culture & Communities - History Knowledge

<ul style="list-style-type: none"> • Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night • Know about and recall a range of events from their past • Know the names of people in their family and how they are related to them. 	<ul style="list-style-type: none"> • Recall some facts from non-fiction books. • Know how to ask questions to check understanding 	<ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Know the names of some people from history. 	<ul style="list-style-type: none"> • Know about a historical event e.g. under the sea discoveries/ first landing on the moon. • Know some similarities and differences between houses/ buildings/ objects in the past and present drawing on their experiences and what has been read in class. • Know about some different occupations and use vocabulary to discuss these drawing on their experiences and what has been read in class.
<ul style="list-style-type: none"> • Understand and use vocabulary such as: how, why, because, find out, I wonder what, if, when, why? • Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened? because, explain 			
Key Vocabulary			
<p>Yesterday, last week, at the weekend, this morning, last night, how, why, because, I can see, I saw, same, different, change, what happened? Why? Because, remember, explain, how, why, who, where, because, find out, I wonder what, if, when, Past, present, years ago, similarities, differences, space, discovery, spaceman, moon landing, under sea explorer, Jacques Cousteau, Tim Peake, Buzz Aldrin, Neil Armstrong.</p>			

Statutory Educational Programme for Understanding the World: EYFS

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

Please also refer to the Statutory Educational Programmes for Personal Social Emotional Development, Physical Development and Communication and Language