

What an EYFS historian needs to understand?	What do they need to know?	How can they show they are historians?
That times passes in sequential order;	<p>There are days of the week that repeat and go in order;</p> <p>There are seasons that repeat and go in order;</p> <p>The times of the day go in order and repeat everyday e.g. morning is before lunch time</p>	<p>Start to show the awareness of time in the day e.g. stating it is lunchtime next;</p> <p>Commenting and noticing on what happens in each season;</p> <p>Being able to narrate their daily routines/weekly activities</p>
That there are key words/vocabulary associated with the passage of time;	<p>Know the past tense of verbs</p> <p>Know before and after as a concept</p> <p>Ordering language such as First, next, after that, in the end</p>	<p>Use past tense with increasing accuracy</p> <p>Sequence stories/events</p>
That the passage of time changes us all;	<p>Stages of human growth from a baby to an elderly</p> <p>Things are the same/different</p> <p>Live things do not stay the same over time</p>	<p>Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents</p> <p>Able to compare and say what is the same/different about something</p> <p>Able to notice and celebrate new things they can do – e.g. I can now write letters but when I first started Reception, I couldn't</p>
That the passage of time changes the world around us;	<p>Notice that things in nature change with time</p> <p>Know the seasons and key changes to nature in each season</p> <p>Know names for baby animals</p> <p>Organic things decay overtime</p> <p>Know that the plants/chicks/tadpoles grow and change overtime</p>	<p>Collect the evidence for changing seasons e.g. flowers or shards of ice</p> <p>Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</p> <p>Sequence a life cycle/stages of growth of a plant/animal</p>
We need to change what we do/wear in response to the passage of time;	<p>That weather changes according to the seasons</p> <p>That we need to dress accordingly to keep ourselves safe and comfortable</p>	<p>Comment on how what we wear changes with the seasons</p> <p>To develop self-care routines including wearing/choosing appropriate clothes</p> <p>To narrate why we wear hats in winter and sun-cream in the summer</p>
That events/celebrations take place at specific points of the year.	<p>People in our community celebrate special days</p> <p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</p>	<p>Say what might happen on special days e.g. we dress a tree at Christmas</p> <p>Join in celebrations and sometimes remember what happened last year on that same day</p>

Understanding the World Education Programme

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.

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.

*The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.