



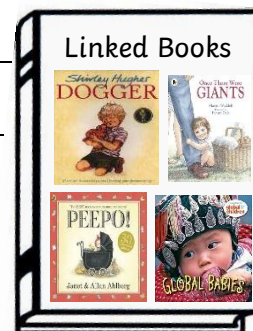
Maple Room 2-3 year olds EYFS Curriculum Development Matters Understanding the World History	Children will frequently share texts, images, and listen to oral stories told by adults to enable them to begin to develop an understanding of the past and present Children will begin to; <ul style="list-style-type: none"> Talk about members of their immediate family and community Listen to what children say about their family; share information about our own families, giving children time to ask questions or make comments Share pictures of their family in their books and listen to others talk about the pictures. Use books to begin to understand that there are many different families. 		
EEXAT Developmental Milestones Understanding the World History	By 18 Months (13-18 Months) Past and Present <ul style="list-style-type: none"> Engages in familiar everyday play experiences, sometimes with familiar children. 	By 24 Months (19- 24 Months) Past and Present <ul style="list-style-type: none"> Shows awareness of belonging to a small group. 	By 30 Months (25- 30 Months) Past and Present <ul style="list-style-type: none"> Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places.

Oak Room 3 – 4 year olds EYFS Curriculum Development Matters Understanding the world History	Past and Present, children will <ul style="list-style-type: none"> Begin to make sense of their own life story and family history. Show interest in different occupations.
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Oak Room Curriculum Coverage (Examples) Understanding the world History	Look at 'The Family Book' – discuss different types of families. Are all families the same?	Comparing ourselves to our friends. Looking for similarities and differences.	Look at old and new teddy bears. Discuss differences and similarities.	What do you do at bedtime? Do you have a favourite teddy, story? How was bedtime different when you were a baby?	Listen to what children say about their own experiences with people who are familiar to them.	Talk about people they may have come across within their community, such as the police, the fire service, doctors and teachers.
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Reception Early Learning Goals Understanding the world History	Past and Present , children will <ul style="list-style-type: none"> 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.
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Reception Curriculum Coverage Grid Autumn 1 /2 History	Circle time- Talk about their holiday photograph from the past	Circle time – talk about their last birthday	Circle time – how did you feel when you started school? How do you feel now?	Circle time – when have you felt sad? What made you feel happy again?	Bonfire night story (simplified)
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EYFS Vocabulary to Communicate Historically		
	Evergreen Nursery	Reception
	old new a long time ago today family I had ...	when I was ... picture photograph very old before after yesterday same/different artefact
EYFS History Progression of Knowledge and Skills Overview		
Chronological Understanding	I can talk about significant events in my own experience. I can talk about past and present events in my own life. I can talk about a past event in the correct order I can compare modern and old objects. I know my life is different from the lives of people in the past. I begin to show understanding of time	
Range and depth of historical knowledge An overview of world history	I can talk about past and present experiences in my own life. I can talk about a past experience in the correct order. I have begun to understand how things change over time. I am beginning to understand the passage of time. I can recall some simple facts. I can put events or objects in order. I can give one cause of an event.	
Investigation and Interpretations of history	I can talk about photographs in my family book. I can ask questions about why things happen and give explanations. I can look at or touch objects from the past and comment on its appearance. I can look at the differences between 'long ago' and 'now'. I may be able to give you my own view on why something happened in the past or how I know.	
Historical enquiry	I can ask questions about why things happen and give explanations. I can talk about differences between old black and white photos and colour photos of the present day. I begin to make accurate comparisons between modern and old objects.	
Organisation and communication	I can use vocabulary that reflects my experiences. I can use past, present and future forms accurately when talking about events that have happened. I am beginning to use the correct words, such as 'yesterday', 'past' etc I can tell you about the past in one way e.g orally using common words and phrases relating to the passing of time or drawing.	

EYFS History Assessment

Early Excellence Assessment Tracker (EExAT)

The assessment tool is based around a Birth-5years child development framework. The assessment picture for each child is based on practitioner knowledge gained predominantly from observations and interactions with the child. Practitioners consider what a child can do consistently and independently in a range of everyday situations and take account of evidence from a range of perspectives. Effective assessment takes place within responsible pedagogy which enables each child to demonstrate learning in the fullest sense. It takes place when children have the opportunity to demonstrate their understanding, development and learning behaviours in a range of contexts. Through their access to a rich learning environment, children are provided with the opportunities and conditions in which to demonstrate all aspects of their historical development in both the indoor and outdoor learning environments.

Image



Observation Note

Ava chose to draw in the writing area. Ava told EYP 'I am drawing muddy puddles and water'. EYP asked 'why are you drawing muddy puddles? did you jump in any puddles this morning?'. Ava replied 'me and Daddy did'.


Statements

PD > Fine Motor 31 - 36 months

C&L > Speaking (i)

I can talk about past experiences in my immediate life.

Image



Observation Note


Oliver explored the emergency vehicles jigsaw with some other children. Oliver pretended the fire engine was coming to the rescue by driving it to assist a character from another puzzle" it's ok help is here" .

Statements

P&E > Representing Experiences 31 - 36 months

I am beginning to show an interest in different occupations.

Image



Observation Note

During a circle time the teacher asked "Why do we celebrate Bonfire Night?" Noah said "cause Guy Fawkes wanted to blow up the King. Then Guy Fawkes died and the King said let's have firework night".

Statements

UTW > Past & Present 61 - 66 months

I can tell you about the past talking about the event in the correct order.