



EYFS Understanding the World - Past and Present Overview



Cycle B 2022 - 2023

Each topic will begin with a whole class discussion to determine the children's knowledge prior to the start of the unit of work. An assessment will be carried out at the end of the topic to check that the children know and understand all key points taught. The knowledge and skills learnt will be revisited and expanded upon through the sequence of the EYFS Curriculum. Continuous provision enhancements and use of working walls will support pupils to remember key facts.

Educational Programme: 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.

Early Learning goal: Understanding the World - Past and Present

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.

Cycle B	Key Questions	By the end of EYFS children will know that...	Key Skills - to be able to demonstrate	Experiences	Vocabulary	Global Goals/British Values
Autumn	<p>How have I changed since I was a baby?</p> <p>How were toys different in the past?</p> <p>What did my Grandparents like to play with?</p>	<p>There are many ways that they have changed since they were a baby.</p> <p>Toys from the past have similarities and differences to toys now.</p> <p>Their grandparents played with different toys to the ones they play with now.</p>	<p>Using historical sources - books, video, internet, artefacts, timelines, pictures, photographs</p> <p>Ask and answer questions related to a topic.</p> <p>Describe an event, showing understanding.</p>	<p>Family experiences - talking to parents and grandparents. Playing games they have kept from the past.</p> <p>Family experiences - Jessica's mum bringing new baby brother to school.</p> <p>Exploring toys from the past - Durham Learning Resource Library.</p> <p>Aspirations: Could we invent a toy of the future?</p>	<p>Key Vocabulary: baby, toy, past, in the past, present, change, now, favourite, old, wood, plastic, metal, fabric, soft, hard, fluffy, parents, grandparents, family, older, tea set, space hopper, tin soldiers, decade, popular, oldest, most recent, newest</p>	<p>Showing respect to the older people in our lives.</p> <p>Through conversation with our grandparents we will learn about their childhoods.</p>
Spring 1	<p>What were houses and homes like in the past?</p>	<p>Houses built in the past sometimes look different to modern houses.</p> <p>Homes from the past had similarities and</p>		<p>Walk around Willington looking at the buildings.</p> <p>Which buildings are old and which</p>	<p>past, in the past, present, change, house, home, similarity, difference, street, brick, stone, slate, roof, tile, terraced</p>	<p>How can we save electricity?</p> <p>In the past they used candlelight but now we have electricity.</p>

		differences to our homes now.		are new? How can we tell?	house, semi-detached, flat, detached, cottage, bungalow, driveway, attic, floors, pavement, bathroom, living room, door, bedroom, chimney, garage, garden, gate, kitchen, stairs, window, electricity, gas lamp, candles, chamber pot, outhouse, bath tub	Talk about how we can save electricity in school and in our homes.
Spring 2	Why did Mary Anning become famous?	<p>Mary Anning was a fossil hunter.</p> <p>A fossil is a rock holding the remains of a creature that lived a long time ago.</p> <p>Mary Anning became famous because of her amazing discoveries.</p>		<p>Go on a fossil hunt around our school environment.</p> <p>Create our own fossils using clay.</p> <p>Explore real fossils collected.</p> <p>Explore dinosaurs through books and stories.</p>	<p>fossil, fossilised, rock, remains, creature, millions of years ago, shell, bones, teeth, sea, mud, layers, protected, crumbling, fossil hunter, beach, chipping, hammer, chisel, damaged, mysterious, beautiful, cliffs, discovery, Ichthyosaurus, reptile, prehistoric, museum.</p>	<p>How can we keep our beaches clean?</p> <p>Pupils will learn about pollution of the seas and the effect on sea creatures.</p>

<p>Summer 1</p>	<p>What were seaside towns like in the past?</p>	<p>Seaside towns have always had a beach and the sea.</p> <p>People wore more clothes on the beach.</p> <p>There have been ice cream shops at the seaside for a long time.</p>		<p>Whole school trip to the seaside.</p> <p>Art project - seascapes in the past.</p> <p>Visitor to talk and answer questions about seascapes in the past.</p>	<p>seaside, town, country, house, ice cream, shop, street, beach, cliff, coast, coastline, sea, landmark, port, lighthouse, harbour, travel</p>	<p>How can we keep our seascapes clean?</p> <p>There is more litter on the beach nowadays. What could we do about this?</p>
<p>Summer 2</p>	<p>Who was Grace Darling?</p>	<p>Grace Darling lived in a lighthouse.</p> <p>Grace Darling did something very brave which resulted in people's lives being saved.</p> <p>Grace Darling became famous.</p>		<p>The children will explore photographs of lighthouses from around the North East.</p> <p>The children will meet Grace Darling (teacher in role) and be able to ask her questions.</p> <p>Visitor from RNLI</p>	<p>lighthouse, sea, storm, light, rocks, safe, safety, warning, heroine, famous, brave, saved, in the past, Victorian era, long ago, boat, ship, rowed, candlelight, rescue, clinging, survivors, reporter, newspaper</p>	<p>How can we keep our beaches clean?</p> <p>Pupils will know about pollution of the seas and the effect on sea creatures.</p>

Continuous Provision Enhancements:

How have I changed since I was a baby? How were toys different in the past? What did my Grandparents like to play with?

Provide toys from the past for the children to explore.
Books about toys from the past with pictures to explore.
Play games from the past - ring games, chucks etc
Role play - looking after babies

What were houses and homes like in the past?

Construct houses - outside and inside - junk modelling, community blocks
Explore artefacts from homes in the past
Design houses of the future

Why did Mary Anning become famous?

Explore the different dinosaurs through books.
Explore fossils - fossil hunt
Use books to explore fossils
Make fossils using clay

What were seaside towns like in the past?

Role play - seaside/ice cream parlour
Explore pictures of seascides in the past
Make bathing huts from Victorian times using junk modelling
Small world beach - sand, shells, stones

Who was Grace Darling?

Construct boats for role play - outside
Construct a lighthouse using a range of resources and materials
Role play - the rescue - interview Grace Darling for the newspaper

Links to Y1 History:

Historical knowledge and awareness:

Through the EYFS curriculum children will begin to:

- Develop an awareness of the past
- Use historical vocabulary related to the past
- Develop an understanding of timelines and how events link
- Understand key facts about events from the past
- Know how to find out about things that happened in the past
- Tell stories from the past
- Talk about events from their own past
- Know how they have changed over time
- Identify similarities and differences between past and present
- Remember key facts from events and people studied
- Know about things that happened beyond living memory
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Chronology and Change:

Through the EYFS curriculum children will begin to:

- Use simple words and phrases to describe the past - after, in the past, before
- Understand that birthdays show the passing of time
- Arrange objects and events chronologically
- Use simple timelines to order events and changes

Historical study:

Through the EYFS curriculum children will begin to:

- Identify new and old from pictures
- Use stories as sources and be able to ask and answer questions about the past
- Observe and handle artefacts and ask questions about them