



## History

***'The more you know about the past, the better prepared you are for the future' Theodore Roosevelt***

### EYFS Programme of Study

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. *Please see the 'Teaching and Learning Strand Progression Map' which outlines Reception objectives from 'Development Matters' and the Early Learning Goals from the EYFS statutory framework that feed specifically into the national curriculum subject of History.*

### National Curriculum Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Learner Characteristics

#### **Curiosity**

- Inspire a fascination and enthusiastic engagement in learning about the past.

#### **Community**

- Understand how and why people interpret the past in different ways and learn to question and critically challenge these views using accurate historical evidence.

#### **Cultural Diversity**

- Build an understanding of world history chronology and how aspects of history were happening at similar times in different places and for different societies around the world.
- Respect historical evidence and develop an ability to make robust and critical use of it to support their own explanations and judgements.
- Undertake high quality research using a range of reliable resources including artefacts.
- To have a growing bank of historical vocabulary.
- To develop historical techniques to convey information about the past.

## Teaching and Learning Strands

- **Investigate and interpret the past through enquiry**  
This strand involves understanding that our understanding of the past comes from an interpretation of the available evidence.
- **Build an overview of world history including events, people and changes**  
This strand involves an appreciation of the characteristic features of the past and an understanding of how life was different for different societies.
- **Understand chronology**  
This strand involves the understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.
- **Communicate historically**  
This strand involves using historical vocabulary and techniques to convey information about the past.