



# History Learning Ladders - EYFS



| EYFS – Understanding the World   | Areas of Study-  |
|--|--|
| <p><b>Statutory Educational Programme</b></p>                                    | <p>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.</p> |
| <p>Past and Present</p> <p>Statutory ELG</p>                                     | <p>Children will talk about the lives of people around them and their roles in society, <u>know some similarities and differences between things in the past and now</u> drawing on their experiences and what has been read in class. <u>Understand the past through settings, characters and events encountered in books and story-telling.</u></p>  |
| <p>Reception Year</p> <p>Non-Statutory Development Matters</p>                   | <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p>  |
| <p>3 and 4 Year Olds (Nursery Year)</p> <p>Non-Statutory Development Matters</p> | <p>Talk about what they see using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history.</p>  |

|   |  |
|---|--|
| <p><b>People, Culture and Communities</b><br/><b>Statutory ELG</b></p>                              | <p>Children will describe their immediate environment using their knowledge from observation, discussion, stories, non-fiction texts and maps. Know some <u>similarities and differences between different religious and cultural communities in this country</u> drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and when appropriate maps.</p> |
| <p><b>Reception Year</b><br/>Non-Statutory Development Matters:</p>                                 | <p>Talk about members of their immediate family and community.</p>   |
| <p><b>3 and 4 Year Olds (Nursery Year)</b><br/>Non-Statutory Development Matters</p>                | <p>Talk about what they see using a wide vocabulary.</p>   |
| <p><b>Natural World</b><br/><b>Statutory ELG</b></p>  | <p>Children will explore the natural world around them making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what been read in class. Understand some important processes and changes in the natural world around them including the seasons and changing states matter.</p>  |
| <p><b>Reception Year</b><br/>Non-Statutory Development Matters:</p>                                 | <p>Understand the effect of changing seasons on the natural world around them.</p>   |
| <p><b>3 and 4 Year Olds (Nursery Year)</b><br/>Taken from the non-statutory Development Matters</p> | <p>Talk about what they see using a wide vocabulary.<br/>Begin to understand the need to respect and care for the natural environment.</p>   |