



Learning in EYFS:

What History Subject Leaders Need to Know

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following area of learning:

- Understanding the World

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately, referring to the Characteristics of Effective Teaching and Learning. These are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy their achievements for their own sake; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the Prime Areas of Learning (Personal, Social and Emotional Development, Communication and Language and Physical Development) underpin and are an integral part of children's learning in all areas.

History		
Reception	Understanding the World	
		<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
ELG (On track - working at ARE)	Understanding the World	Past and Present
		<ul style="list-style-type: none"> • Talk about the lives of 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.

EYFS End Points

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.

Understanding the World

Children can talk about who is in their family.

Children can talk about what they do as a family.

Children know that there are lots of different types of families.

Children know about the symbol of the poppy for Remembrance Day.

Children know that it is ok to believe something different to other people.

Children know that people celebrate festivals.

Children can discuss simple changes that have happened to them since they were a baby.

History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
Children can talk about who is in their family. Children can talk about what they do as a family. Children know that there are lots of different types of families. Children know that people celebrate festivals.	Children know about the symbol of the poppy for Remembrance Day.	Significant to children: parents, grand-parents, etc.	Remembrance Day

Autumn B

Understanding the World

Children can talk about people who help us and work at night.

Children can talk about the first moon landing including Buzz aldrin and Neil Armstrong.

History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
		Children can talk about people who help us and work at night.	Children can talk about the first moon landing including Buzz aldrin and Neil Armstrong.

**Spring
Long Ago**

Understanding the World

Children can make comparisons between life in the past and life now through observation.

Children can discuss similarities and differences when reading texts from the past including The Tiger Who Came For Tea.

Children can be historians and analyse the school building to discover if it is new or old.

Children can arrange daily events in chronological order

Children can decide if an object is old or modern.

Children can discuss the life of their grandparent.



Children can explore family histories including that of Floella Benjamin.

Children can discuss clothes worn by children in the past.

Children can discuss monarchs from the past including clothes they wore.

Children can discuss kings and queens in fairy tales.

Children can share photos and discuss favourite memories.

History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<p>Children can make comparisons between life in the past and life now through observation.</p> <p>Children can discuss similarities and differences when reading texts from the past including <i>The Tiger Who Came For Tea</i>.</p> <p>Children can arrange daily events in chronological order</p> <p>Children can discuss the life of their grandparent.</p> <p>Children can share photos and discuss favourite memories.</p>	<p>Children can discuss clothes worn by children in the past.</p> <p>Children can discuss monarchs from the past including clothes they wore.</p>	<p>Children can explore family histories including that of Floella Benjamin.</p>	<p>Children can be historians and analyse the school building to discover if it is new or old.</p> <p>Children can discuss kings and queens in fairy tales.</p> <p>Children can discuss monarchs from the past including clothes they wore.</p>

Spring B

Ready Steady Grow

Understanding the World

Children can remember and discuss an experience. Sequencing pictures in chronological order.
Children can read and discuss traditional farm tales such as *Little Red Hen*.

History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<p>Children can remember and discuss an experience. Sequencing pictures in chronological order</p>			<p>Children can read and discuss traditional farm tales such as <i>Little Red Hen</i>.</p>

Summer A

Understanding of the World

Children can discuss key questions related to a persons job.



History Skills

Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality Children can discuss key questions related to a person's job.
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Summer B

Understanding of The World

Children can order and discuss a memorable experience.

Children can discuss holidays in the past.

Children can discuss how to stay safe at sea and the role of the RNLI.

History Skills

Changes within living memory	Events beyond living memory Children can discuss holidays in the past.	The lives of significant individuals in the past Children can discuss how to stay safe at sea and the role of the RNLI.	Significant historical events, people and places in their own locality Children can order and discuss a memorable experience.
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Historical Enquiry (also linked to CofETL)

Identify similarities and differences.

Know that information can be retrieved from books, the internet and people.

Begin to ask and answer 'how' and 'why' questions in response to stories or events.

Vocabulary

today, yesterday, tomorrow, the present, the past, the future, lifetime, calendar, next, birthday

day, week, month, year, long ago, old, new/recent, history, modern

parent, grand-parent, great grand-parent, clue, artefact, memory, Who?, What?, materials, plastic, remember, poppy, same/different, change, people, lives