



## 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		
<b>Three and Four Year Olds (Nursery)</b>	Understanding the World	
		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
<b>Reception</b>	Understanding the World	
		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>ELG  On Track- end of year expectations</b>	Understanding the World	Past and Present
		<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>How we achieve this throughout the year</b>		
<p>We provide the children with daily opportunities to independently access and talk about the past, present and future. We have a variety of resources, activities and inputs that relate to this and is constantly changing, depending on children's prior knowledge and understanding of specific areas.</p>		
<b>Focused History Activities/Inputs</b>		
<ul style="list-style-type: none"> <li>• Explore toys through time- given to us from Year 1 curriculum</li> <li>• Significant people who help us now and have helped throughout the years</li> </ul>		



- Black History Month- Focusing on famous black people from the past such as Rosa Parks, Martin Luther King etc.
- Morning routine of looking at the day of the week. Talk about what day is today, what day was yesterday and what day is tomorrow. Link in months, season and birthdays so that the children are being introduced daily to the concepts of history.
- Remembrance day
- King’s Birthday-timeline of his life
- Comparisons of work from beginning of Reception, to the middle, to the end. Reflecting on this.

**Focused Areas of Continuous Provision**

**Indoors**

Construction Area – Building using different materials – discuss the variety of materials

Creative – making different toys to recreate new and old toys

Role Play – playing families, doctors now and then, museum

Malleable/Playdoh – make families/vehicles/buildings out of playdoh and describe using historical language

Snack – discussions about what you have done at the weekend/over the holidays and what you will be doing in the near future

Small World – play families and using appropriate language

Mark Making/Writing – Write about past events/stories

Reading – range of fiction and non-fiction books about the past, present, toys, vehicles, buildings

Sand/Water/Mud Kitchen – Look at fossils and find more information out using books and technology

Large Construction – making a variety of dens to recreate homes now and in the past

Vocabulary	Examples of Supportive Texts	Assessment
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?, remember, poppy, same/different, change, people, lives,	-When I was young- James Dunbar -The street beneath my feet- Charlotte Guillain -Fantastically great women who changed the world- Kate Pankhurst -In every house, on every street- Jess Hitchman -The mega magic hair swap- Rochelle Humes	<ul style="list-style-type: none"> <li>• Can they talk about changes in their life?</li> <li>• Can they explain how things change over time?</li> <li>• Can they talk about the past, present and future using correct tenses?</li> <li>• Do they know information about how the school has changed over time?</li> <li>• Can they compare toys in the past and toys now?</li> </ul>

