

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			
Three and Four-Year-Olds (Not on track - working below ARE)	Understanding the World		<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's 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.

Topic	Reception Development Matters	Activities	Provision	Vocabulary	KS1 Objectives
Marvellous Me! Autumn 1	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Discussing our families, recounting fun family experiences in our past. Thinking about changes in our life as we grow and get older. Explore houses where we live now and in the past.	Reading Area - books about families, older stories that show houses in the past. Construction Area - build houses, photos of different types of houses. Craft Area - resources to make self-portraits, family pictures	<u>Historical Enquiry</u> Object Picture Painting Book <u>Chronology</u> Old New A long time ago Then Now Today Yesterday Tomorrow	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally

Topic	Reception Development Matters	Activities	Provision	Vocabulary	KS1 Objectives
Terrific Tales! Autumn 2	<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>Look at different illustrations from the past - books/traditional tales.</p> <p>Explore festivals and family traditions from different cultures including Diwali, Harvest, bonfire night, Remembrance Day, Christmas and The Nativity.</p>	<p>Reading Area - books about Rama and Sita, The Nativity Story etc.</p> <p>Writing area - Nativity writing frames, Nativity sequencing</p> <p>Craft Area - bonfire night craft, Remembrance Day craft, Christmas craft</p>	<p><u>Historical Enquiry</u></p> <p>Object Picture Painting Book</p> <p><u>Chronology</u></p> <p>Old New A long time ago Then Now Today Yesterday Tomorrow</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally</p>

Topic	Reception Development Matters	Activities	Provision	Vocabulary	KS1 Objectives
Amazing Animals! Spring 2	Compare and contrast characters from stories including figures from the past	<p>Children learn about the Easter story and stories from the past.</p> <p>Explore festivals and family traditions from different cultures inc: Easter, Holi and Ramadan</p>	<p>Easter table with resources eg. Easter story, palm leaf, cross</p> <p>Craft Area - Palm leaves, Easter story pictures</p> <p>Writing Area - Easter story writing frames, Easter story sequences</p>	<u>Historical Enquiry</u> Object Picture Painting Book <u>Chronology</u> Old New A long time ago Then Now Today Yesterday Tomorrow	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally

Topic	Reception Development Matters	Activities	Provision	Vocabulary	KS1 Objectives
Fun at the Seaside Summer 2	<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><i>Fun at the Seaside: (Dinosaurs)</i></p> <p>Exploring the life of Mary Anning</p> <p>Recounting the extinction of the dinosaurs using non-fiction texts.</p> <p><i>Pirates:</i></p> <p>Compare modes of travel on the sea - past and present.</p> <p><i>Around the world:</i></p> <p>Recount and share family experiences of holidays abroad</p> <p><i>The UK outdoors:</i></p> <p>Recount and share family experiences of holidays in the UK</p>	<p>Reading Area - books about the seaside in the past.</p> <p>Craft Area - resources to make dinosaur skeletons/pictures.</p> <p>Playdough - dinosaur stamps</p>	<p><u>Historical Enquiry</u></p> <p>Object</p> <p>Picture</p> <p>Painting</p> <p>Book</p> <p><u>Chronology</u></p> <p>Old</p> <p>New</p> <p>A long time ago</p> <p>Then</p> <p>Now</p> <p>Today</p> <p>Yesterday</p> <p>Tomorrow</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally</p>

	<p>General learning throughout the year:</p> <ul style="list-style-type: none">• Through interactions talking about what they did yesterday, last week, last year.• Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's - throughout the year.• Learning about the family traditions of children in class from different cultural backgrounds.• Learning Feedback times - talking about learning from the previous day / week.• Use the Learning Journey wall/floorbook to talk about past learning experiences.
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