



Huntington Community Primary School

History in EYFS

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 demonstrate how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from Development Matters 2021 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**.

Early years History at Huntington CP provides opportunities to expand the children's knowledge and understanding of events, people, and changes in the past and develop children's investigative and interpretive skills.

History			
Three and Four-Year-Olds	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	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.







The EYFS Framework states: 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.

What History might look like in Early Years?

What you might see children doing	What you should see practitioners doing
<ul style="list-style-type: none">• Talking about their daily and weekly routine.• Sequencing events from stories.• Using language connected with sequencing and the passing of time.• Talking about the lives of other members of their family.• Recounting memories of special celebrations.• Showing an interest in the passing of time and how things change.• Noticing changes in the seasons.• Exploring objects or photographs from the past.• Finding information about the past in books and use technology.• Showing interest and talking about how they have changed and grown since they were a baby.• Looking at objects or books to find out about the past.• Role-playing special events they have enjoyed and participated in.• Drawing and writing about recent or past events.• Exploring their own interests which have a historical links, for example finding out about dinosaurs.• Acting out historical events with small world play figures.• Asking questions about past events.• Exploring their local area through the eyes of a 'historian'.	<ul style="list-style-type: none">• Teaching and modelling language associated with the passing of time, future, past and present.• Talking to children about past events in their lives and that of the children.• Providing opportunities to explore the local area and talk about past events and historical features.• Instigating opportunities for role play linked to past events in the children's lives and the lives of others.• Providing opportunities for sequencing activities in relation to stories.• Scaffolding conversations to recall prior learning.• Teaching children the days of the week and months of the year in sequence.• Stimulating curiosity through providing interesting resources and artefacts.• Considering prior learning when planning opportunities.• Considering children's interests.• Showing interest in the children as individuals.• Providing books and artefacts which promote discussion about how things change or what it was like in the past.

Progression

	Progression of Skills	Events	Sequencing	Interest	Resources	Language	Routines
2-year room		Shows interest in a photograph of a past event.	Can turn pages in a book.	Shows interest in themselves and their own life.	Will explore objects at a sensory level.	Uses simple language connected to the 'here and now'.	Will need adult support to follow a sequential daily routine.
Nursery/Pre-school							
Reception Class	Can talk about when something happened using language associated with the passage of time.	Can sequence events from a known story by ordering pictures and/or retelling the story in their own words.	Is interested in people around them and the lives of others. Can talk about their own family.	Can think about and give opinions in relation to how artefacts may have been used in the past.	Can switch between talking about the present, past and future whilst using appropriate language.	Will independently follow some aspects of a familiar routine.	

