

History in EYFS

The EYFS framework is structured differently to the Primary 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 the Primary National Curriculum subjects and our Primary Foundation Curriculum at Key Stage 1.

Early Years Summary Objectives	Key Stage 1 Summary Objectives
<p>In Early Years children will develop knowledge of and talk about the lives of people around them and the roles they play in society. They will know some similarities and differences between things in the past and present, thinking about their own experiences and what has been read to them. Children will understand the past through stories and events in books through storytelling.</p>	<p>In Key Stage 1 children will develop an awareness of the past. They will learn about significant individuals who have contributed to national and international achievements. Children will also learn about significant historical events within the local area. They will also study changes within living memory as well as events beyond living memory that are nationally or globally significant such as The Great Fire of London. Their learning will be placed within a chronological framework.</p>

The table below outlines the 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, both of which provide the key concepts and foundational knowledge that is built upon within our Key Stage 1 programme of study for history.

Related statements for history are taken from the following areas of learning:

- **Understanding the World**
- **Communication and Language**

Preparing for History in the EYFS		
Nursery	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. <i>For examples, teachers spend time with children talking about photos and memories, encouraging children to retell what their parents told them about their life-story and family.</i>

	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	
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. 	
	Communication and Language	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	
Early Learning Goals	Understanding the World	<i>Past and Present</i>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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.