



## 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			
Nursery	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>
Reception	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>
ELG	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>

### Understanding the World Rationale

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.

Autumn  
Understanding the World

**Nursery possible lines of enquiry:**

- Children can talk about who is in their family.
- Children can talk about what they do as a family.
- Children can talk about something they have done in the past.
- Children know that people celebrate festivals.

**Reception possible lines of enquiry:**

- Children can talk about what their parents and grandparents did in the past.
- Children know that some things happened in the past, e.g. related to Remembrance Day.
- Children find out about the life of Captain Tom

**Possible Resources:**

- Children can talk about what their parents and grandparents did in the past. (Kapow- Unit 2 'Family Tree')
- Children know how they have changed over time. (Kapow- Unit 1 'Can you guess who?' 'Past and Present' 'My life timeline')
- To recognise special achievements. (Kapow- Unit 2 'Special Achievements')

*Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.*

**History Skills**

**Chronological Knowledge and Understanding**

Talk about events that have happened in their own lives.

Describe some events and people from the past.

Explain how things have changed in their own lifetime.

**Historical Terms**

Use historical vocabulary to describe the passing of time:

- Today/ yesterday
- Now/ then
- Old/ young

Show an understanding of periods of time e.g. a week, weekends, holidays.

**Historical Enquiry**

Answer 'how' and 'why' questions in response to stories or events.

Talk about similarities and differences in their own lives.

Explain own knowledge and understanding, asking appropriate questions.

**Interpretations of History**

Use a range of sources to find information about the past e.g. books, photographs, videos, artefacts and stories.

**Significance of events/people.**

Discuss people who are significant to children: parents, grandparents, etc.

Recognise and describe special times for their family and community.

Learn about Captain Tom.

Spring  
Understanding the World

**Nursery possible lines of enquiry:**

- Children are able to talk about different family members and how they fit into their lives.
- Children recognise that there are other places in the world/UK that are different to where they live.
- Children are aware of their personal life experiences.
- Children know about the different stages in their own life.

**Reception possible lines of enquiry:**

- Children know that transport and vehicles were different in the past.
- Children find out about the life of Amelia Earhart.
- Children can describe some similarities and differences about Bolton and another location.
- Children know that people at different ages need different things, e.g. a baby compared to a school child.

	<b>Possible Resources:</b> <ul style="list-style-type: none"> <li>Children know that transport and vehicles were different in the past. (Kapow- Unit 2 'Transport through time')</li> <li>Children can compare old and new toys. (Kapow- Unit 1 'Toy Box')</li> </ul>
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### History Skills

Chronological Knowledge and Understanding	Historical Terms	Historical Enquiry	Interpretations of History	Significance of events/people.
Talk about events that have happened in their own lives.	Use historical vocabulary to describe the passing of time:	Answer 'how' and 'why' questions in response to stories or events.	Use a range of sources to find information about the past e.g. books, photographs, videos, artefacts and stories.	Discuss significant people in history (Amelia Earhart).
Identify and sort objects from the past and present.	<ul style="list-style-type: none"> <li>Today/ yesterday</li> <li>Now/ then</li> <li>Old/ young</li> </ul>	Talk about similarities and differences in their own lives and the lives of others.		Recognise and describe special times for their family and community.
Create a simple timeline of photographs of people or objects.	Show an understanding of periods of time e.g. a week, weekends, holidays.	Explain own knowledge and understanding, asking appropriate questions.		
Describe some events and people from the past.				
Explain how things have changed in their own lifetime.				

### Summer Understanding the World

<b>Nursery possible lines of enquiry:</b> <ul style="list-style-type: none"> <li>Children make observations about how they have grown up.</li> <li>Children know that all humans, plants and animals change as they grow up.</li> <li>Children find out about the life of David Attenborough.</li> </ul>	<b>Reception possible lines of enquiry:</b> <ul style="list-style-type: none"> <li>Children can compare changes in significant local places.</li> <li>Children know that Bolton looked different in the past.</li> <li>Children know basic information about the Royal Family.</li> </ul>
	<b>Possible Resources:</b> <ul style="list-style-type: none"> <li>Children know that Bolton looked different in the past. (Kapow- Unit 2 'Picture Detective')</li> <li>Children recognise some special items associated with Kings and Queens. (Kapow- Unit 2 'Treasure Box')</li> </ul>

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### History Skills

Chronological Knowledge and Understanding	Historical Terms	Historical Enquiry	Interpretations of History	Significance of events/people.
Talk about events that have happened in their own lives.	Use historical vocabulary to describe the passing of time:	Answer 'how' and 'why' questions in response to stories or events.	Use a range of sources to find information about the past e.g. books, photographs, videos, artefacts and stories.	Discuss significant people in history: Learn about the Royal Family.
Identify and sort objects from the past and present.	<ul style="list-style-type: none"> <li>Today/ yesterday</li> <li>Now/ then</li> <li>Old/ young</li> </ul>	Talk about similarities and differences in their own lives and the lives of others.		Recognise and describe special times for their family and community.
Create a simple timeline of				

photographs of people or objects.  Describe some events and people from the past.  Explain how things have changed in their own lifetime.	Show an understanding of periods of time e.g. a week, weekends, holidays.	Explain own knowledge and understanding, asking appropriate questions.		Discuss how Bolton has changed over time.
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#### Assessment

I can talk about changes in my life.  
 I can explain how things change over time.  
 I know information about how Bolton has changed over time.  
 I can compare toys in the past and toys now.  
 I can compare vehicles in the past and vehicles now.

#### 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

#### Areas of Continuous Provision Examples

##### Indoors

Construction Area - Building using different materials - discuss the variety of materials. Building different structures and vehicles from their own recent history and beyond.

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 - writing cards, letters, posters etc about people, objects, places.

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

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

**Key Questions** - provide opportunities to develop curiosity, where adults can model questions and children can ask questions.

When do you get up? When do you go to bed? Can you think of things you do at different times of the day? Week? Weekend? Are all the days the same? What is different? What happened the next day/day before?	<u>Looking at objects</u>  What does... look, feel, smell like? What do you think you might do with it? What is it made of? Have you seen anything like it before? Can you...? Why...? How is it different? What do you notice about the 'old' bear and the 'new' bear?	<u>Looking at pictures in books or photographs</u>  What can you see? What do you think...? Can you see any people in the picture? What are they doing? What are they wearing? Are their clothes the same as yours? What do you notice that is different?
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