



Learning and Teaching in the EYFS - What History Subject Leaders Need to Know

School Readiness Intent: At St Francis CE Primary School we want our children to gain a coherent knowledge and understanding of Britain's past and the wider world. They will be able to investigate and interpret the past, build an overview of world history and understand chronology.

We will inspire enquiring minds to ask further questions and create an ethos of finding ways to use historical sources to answer questions and create an environment of curiosity and wonder.

EYFS Intent: Children in the Early Years Foundation Stage will begin to understand chronology through relating it to themselves and their family. They will begin to investigate and interpret the past by talking about special times in their lives.

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 Birth to three, 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.**

There are also links to Communication and Language as children will need to listen and understand as well as speak about their experiences.

History Skills Progression Map



EYFS Stage	Area of Learning	Development Matters	Implementation/ Context
Birth to Three Year Olds Nursery 	Understanding the World: Past and Present:	• Make connections between the features of their family and other families. • Notice differences between people.	Children will bring in photos of themselves as a baby and talk about how they have grown and changed over time. Children will talk about key events/celebrations that they remember in the past or are looking forward to in the future. Children will use role play resources to help act out familiar scenarios, remembering key and repeated events they have seen at home with friends or family or at nursery. <i>I am beginning to understand chronology, notice and talk about change.</i> <i>I know how old I am.</i>

History Skills Progression Map



EYFS Stage	Area of Learning	Development Matters:	Implementation/ Context
Three and Four Year Olds Nursery 	Understanding the World: Past and Present	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations.	Children will be given the opportunity to talk about their home lives and will learn about the home life of other children. They will share photos and memories of their own family, friends and pets. They will use their Learning Journeys and Tapestry to assist them. They will remember and talk about things from the past e.g. last year I was 3, this year I am 4. Last Eid I had a party. Last week it was snowing. They will look at pictures, photos and use role play resources to enable them to remember special times or events such as birthdays, parties or visiting a very special place. The children will talk about different beliefs through celebrations and how they are celebrated at nursery and at home e.g. Diwali, Eid, Easter, Chinese New Year, Christmas, Bonfire Night etc. The children will talk about changes over times such as growth of seeds or bulbs, life cycle of a caterpillar, frog, chick. <i>I am beginning to investigate and interpret the past. I am beginning to understand chronology and I am learning to communicate historically – now, next, before, after, last week, last month, last year, a little while ago, a long time ago, today, yesterday etc</i>
Reception 	Understanding the World: Past and Present	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.	Children will be given the opportunity to talk about their family customs and they will learn about other family customs and routines from other countries and cultures. They will be given the opportunity to share their learning journey books with past and present events and talk about their own lives and the lives of their family members. <i>I understand my own timeline. I can investigate the past, understand chronology and communicate historically.</i> They will learn about tales from long ago – <i>I can compare and contrast characters from stories, including figures from the past.</i> The children will also look at the Forest School area and EYFS garden and focus on how it has changed over the year. They will revisit and discuss changes through different seasons and this will be focused on within sessions and the use of the daily calendar. They will understand similarities and differences from the past to now. <i>I can investigate the past through settings, characters and events encountered in books read in class and storytelling.</i>
EYFS Stage	Area of Learning		Development Matters:
Early Learning Goals 	Understanding the World:	Past and Present	• 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.

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	Motivation: • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do  	Thinking: • Having their own ideas • Making links • Choosing ways to do things 