

History 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 Birth to 5 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 Birth to 5 Matters age ranges for Range 1 through to Range 6 and the Early Learning Goals for 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

History		
2 year old provision	Understanding the World	<ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences,
Nursery	Understanding the World	<ul style="list-style-type: none"> • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Enjoys joining in with family customs and routines
Reception - ELG	Understanding the World	Past and Present <ul style="list-style-type: none"> • Children can talk confidently about their own life and personal history. E.g. I can ride a bike now but not when I was in Nursery. • Children can talk about their family and customs and routines with regards to Halloween, Bonfire Night and Christmas. • Children can think back into their own personal history, remembering previous annual events E.g. Halloween, Bonfire Night and Christmas. • Children will begin to recognise that some events happened in the past using images as a reference. E.g. The moon landing, Jesus' birth. • Through non-fiction texts, children will show an awareness that dinosaurs existed in the past, long before humans. • Through non-fiction texts, children will be able to identify features of a range of dinosaurs and begin to identify a carnivore and a herbivore. • Using stories and images, children can comment upon familiar occupations from the past. E.g. Florence Nightingale • Children will begin to recognise that some events happened in the past using images as a reference. E.g. The Easter Story • Children can talk about how they have grown and changed over time. • Children will begin to identify that some events happened in the past and can explain how they know.

			<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.
--	--	--	--

Historical learning opportunities in EYFS

Explorers (2's)	<p>All about Me:</p> <ul style="list-style-type: none"> • Talking about themselves and their families <p>Festivals:</p> <ul style="list-style-type: none"> • Begin to explore festivals and family traditions from different cultures including Christmas, Bonfire Night, Halloween, Harvest Festival, Remembrance Day, Christingle, Easter, Chinese New Year <p>General learning throughout the year:</p> <ul style="list-style-type: none"> • Adults model talking about what they did over the weekend and holidays using pictures and prompts. • Celebrating birthday's throughout the year. • Acknowledge family traditions of children in class from different cultural backgrounds.
Nursery	<p>All about Me:</p> <ul style="list-style-type: none"> • Talking about themselves their family • Family routines and daily life E.g. birthdays and events <p>Festivals:</p> <ul style="list-style-type: none"> • Explores festivals and family traditions from different cultures including Christmas, Bonfire Night, Halloween, Harvest Festival, Remembrance Day, Christingle, Easter, Chinese New Year <p>General learning throughout the year:</p> <ul style="list-style-type: none"> • Through interactions talking about what they did over the weekend and holidays. • Personal history; recount family celebrations such as Birthday's – throughout the year. • Sharing family traditions of children in class from different cultural backgrounds.
Reception	<p>All about Me/Growth and Growing:</p> <ul style="list-style-type: none"> • Discussing our families, recounting fun family experiences in our past. • Thinking about changes in our life as we grow and get older. <p>Festivals:</p> <ul style="list-style-type: none"> • Explores and discusses festivals and family traditions from different cultures including Christmas, Bonfire Night, Halloween, Harvest Festival, Remembrance Day, Christingle, Easter, Chinese New Year <p>Space:</p> <ul style="list-style-type: none"> • Looking at the life/experiences of Neil Armstrong/Tim Peake <p>Nativity</p> <ul style="list-style-type: none"> • To compare and contrast Mary and Josephs journey with modern day transport. • To compare and contrast modern day baby product with that available for Mary and Joseph. E.g. Children to be aware that baby Jesus would not have had a high chair,

	<p>baby bouncer, electronic toys.</p> <p>Dinosaurs:</p> <ul style="list-style-type: none"> ● Exploring the world of dinosaurs. ● Recounting the extinction of the dinosaurs using non-fiction texts. <p>Pirates:</p> <ul style="list-style-type: none"> ● To use facts, historical knowledge and images to identify and explain how they know that pirates are from the past. ● To compare and contrast images of historical ships and modern ships ● Explore navigation and maps from the past and present. <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. ● Reflecting upon environmental changes (i.e. amazon rainforest, ice caps) due to global warming and human impact.
Links with Year 1	<p>History:</p> <ul style="list-style-type: none"> - Children have an awareness of events in the past (their own history) - Children begin to develop the understanding that events occurred before their living memory. - With support children begin to identify images and objects from the past in comparison the modern day