

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.

This document demonstrates which early years outcomes are prerequisite skills for history within the national curriculum. The table below outlines the most relevant early years outcomes from 30-50 months to ELG, brought together from different areas of the Early Years Foundation Stage, to match the programme of study for history.

The most relevant early years outcomes for history are taken from the following areas of learning:

- Understanding the World

History			
30-50 Months	Understanding the World	People and Communities	<ul style="list-style-type: none">• To show interest in the lives of people who are familiar to them.• To remember and talk about significant events in their own experiences.• To recognise and describe special times or events for family or friends.• To show interest in different occupations and ways of life.• To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
		The World	<ul style="list-style-type: none">• To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.• To talk about some of the things they have observed, such as plants, animals, natural and found objects.• To talk about why things happen and how things work.• To develop an understanding of growth, decay and changes over time.
40-60 Months	Understanding the World	The World	<ul style="list-style-type: none">• To look closely at similarities, differences, patterns and change.
ELG	Understanding the World	People and Communities	<ul style="list-style-type: none">• To talk about past and present events in their own lives and in the lives of family members.• To know about similarities and differences between themselves and others, and among families, communities and traditions.
		The World	<ul style="list-style-type: none">• To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

History in the early years is taught partially through daily routines and continuous provision. Continuous Provision sessions give children the opportunities to plan their own activities and use the skills of review time to talk about their own immediate past. Staff use effective questioning and modelling to encourage children to use the language of past tense to discuss their own history. During small group activities children are encouraged to talk about their own family past, how they have changed through time, recalling how they have grown since being a baby- often using photographs to help recall. New experiences and visits will help children to learn how to recall past events, feelings and observations. Stories can be used as a hook to discuss certain situations or experiences.