



# St James' Church of England Primary School



## What Subject Leaders Need to Know

### EYFS History

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.

<b>Three and Four-Year-Olds (Nursery)</b>	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>
<b>Reception</b>	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>
<b>ELG</b> (On track – meeting ARE)	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>

**EYFS End Points:** 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

#### Marvellous Me and Colour My World

##### Understanding the World

- Children can talk about who is in their family.
- Children can talk about what they do as a family.
- Children know that there are lots of different types of families.
- Children know about the symbol of the poppy for Remembrance Day.
- 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 know that it is ok to believe something different to other people.
- Children know that people celebrate festivals.
- Children can find out about the life history of other people.
- Children find out about the life of Martin Luther King.
- Children find out about the life of Albert Einstein.

## History Skills

### Changes within living memory

Children can talk about who is in their family.

Children can talk about what they do as a family.

Children know that there are lots of different types of families.

Children know that people celebrate festivals.

### Events beyond living memory

Children know about the symbol of the poppy for Remembrance Day.

Children can talk about what their parents and grandparents did in the past.

Children can find out about the life history of other people.

### The lives of significant individuals in the past

Albert Einstein

Significant to children: parents, grand-parents, etc.

### Significant historical events, people and places in their own locality

Remembrance Day

## Spring

### **Traditional Tales and Growth & Change**

#### Understanding the World

Children recognise that there are other places in the world/UK that are different to where they live.

Children can describe some similarities and differences about Haslingden and another location.

Children know that transport and vehicles was different in the past.

Children are aware of their personal life experiences.

Children are able to talk about different family members and how they fit into their lives.

Children can compare old and new toys.

Children know that people at different ages need different things, e.g. a baby compared to a school child.

Children find out about the life of Amelia Earhart.

## History Skills

### Changes within living memory

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 that people at different ages need different things, e.g. a baby compared to a school child.

### Events beyond living memory

Children know that transport and vehicles was different in the past.

Children can compare old and new toys.

### The lives of significant individuals in the past

### Significant historical events, people and places in their own locality

## Summer

### **Animals & Journeys**

#### Understanding the World

Children make observations about how they have grown up.

Children know that all humans, plants and animals change as they grow up.

Children know that Haslingden looked different in the past.

Children can compare changes in significant local places, e.g. Library, school, park.

Children know basic information about the Royal Family.

Children find out about the life of David Attenborough.

## History Skills

### Changes within living memory

Children make observations about how they have grown up.

Children know that all humans, plants and animals change as they grow up.

### Events beyond living memory

Children know that Haslingden looked different in the past.

### The lives of significant individuals in the past

Children know basic information about the Royal Family.

### Significant historical events, people and places in their own locality

Children can compare changes in significant local places, e.g. Library, school, park

### Historical Enquiry (also linked to CofETL)

- Identify similarities and differences.

- Know that information can be retrieved from books, the internet and people.

- Begin to ask and answer 'how' and 'why' questions in response to stories or events.

## Assessment

I can talk about changes in my life.  
 I can explain how things change over time.  
 I know information about how Haslingden 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

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

<p>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? 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?</p>	<p><b><u>Looking at objects</u></b></p> <p>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?</p>	<p><b><u>Looking at pictures in books or photographs</u></b></p> <p>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?</p>
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**Areas of Continuous Provision**

**Indoors**

**Construction Area** – Building using different materials – discuss the variety of materials

**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** –

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

**Sand/Water/Mud Kitchen** –

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