

History in EYFS

When planning and supporting children’s learning, we take into consideration that children develop at different rates and adapt their approaches accordingly. They should consider the **Characteristics of Effective Teaching and Learning**, which include:

- **Playing and exploring** – children engage with and investigate their surroundings, experimenting and “having a go.”
- **Active Learning** – children maintain focus, persevere through challenges, and take pleasure in their achievements.
- **Creating and Thinking Critically** – children generate and develop their own ideas, make connections between concepts, and devise strategies for solving problems.

Furthermore, the **Prime Areas of Learning—Personal, Social, and Emotional Development, Communication and Language, and Physical Development**—form the foundation for all other areas of learning and are essential to every aspect of children’s development.

This aligns with the EYFS **Understanding the World**.

EYFS Understanding the World (Statutory)

Understanding the World involves helping children make sense of their physical environment and the communities they are part of. The variety and frequency of children’s personal experiences help expand their knowledge and awareness of the world around them—for example, through visits to parks, libraries, and museums, or by meeting key members of society such as police officers, nurses, and firefighters.

Additionally, exposure to a wide range of stories, non-fiction texts, rhymes, poems, songs and games supports children’s understanding of the cultural, social, technological, and ecological diversity of the world. These experiences not only build essential knowledge but also enhance children’s familiarity with vocabulary that underpins learning across different areas. Developing a rich and varied vocabulary at an early stage lays the foundation for strong reading comprehension in the future.

ELG: Past and Present (Statutory)

Children working at the expected level of development will be able to talk about the lives of the people around them and the roles they play in society. They will recognise some similarities and differences between the past and the present, drawing on their own experiences as well as stories and texts explored in class. They will develop an understanding of the past through the settings, characters, and events encountered in books and storytelling.

Development Matters: (Non-Statutory Guidance)

Children should be encouraged to talk about the people in their immediate family and community, and to identify and describe those who are familiar to them. They should develop an understanding that some places hold special significance for members of their community and begin to recognise that people have different beliefs and celebrate important events in a variety of ways.

EYFS UW Past and Present (History) Skills

Changes within living memory Me and My Family	Events beyond living memory Toys from the past	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. (Connect)	Present children with pictures, stories, artefacts, toys and accounts from the past, explaining similarities and differences. Offer opportunities for children to begin to organise events using basic chronology , recognising that things happened before they	Offer hands-on experiences that deepen children’s understanding, such as visiting museums and libraries. Learn about significant individuals from the past, such as Rosa Parks and their impact. (cause and effect)	Provide opportunities to explore the local area that has historical importance. Talk about people that the children may have come across within their community, such as delivery and shop staff, the police, the fire service, nurses, doctors and teachers. Listen to what children say

History in EYFS

<p>Using examples from real life and from books, show children how there are many different families. (<i>compare and contrast</i>)</p> <p>Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present (<i>Bias and interpretation</i>)</p> <p>During dedicated talk time, listen to what children say about their family.</p>	<p>were born.</p> <p>Frequently share texts, images, and tell oral stories that help children develop an understanding of the past and present.</p>	<p>Show images of familiar situations in the past, such as homes, schools, and transport. (<i>connect</i>)</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. (<i>continuity and change</i>)</p> <p>Offer opportunities for children to begin to organise events using basic (<i>chronology</i>), recognising that things happened before they were born.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times through storytelling and music.</p>	<p>about their own experiences with people who are familiar to them. (<i>connect</i>)</p>
<p>Key Vocabulary Today, yesterday, tomorrow, the present, the past, the future, calendar, first, next, finally, birthday, day, history, same/different</p>	<p>Key Questions Can you think of things you do at different times of the day? When do you get up? It is X today what day is it tomorrow? Why? What is the same? What is different? What do you notice about the 'old' toy and the 'new' toy Are their clothes the same as yours?</p>		
<p>Enrichment and Links to whole school events</p>			
<p>Autumn</p>	<p>Spring</p>	<p>Summer</p>	
<p>Black History Month Bonfire night (Guy Fawkes) Remembrance Bramley and Us</p>	<p>History Week (A History Mystery) Abbey House Museum - Toys - Now and Then</p>	<p>Best of British Me and My Family</p>	
<p>Assessment</p>			
<p>Tapestry observations: Whole class or small group inputs Observations of children in provision – accessing areas of learning Insight assessment - EYFSP tracker</p>			



History in EYFS