

## History in the Early Years

The table below demonstrates which Early Years objectives within Development Matters 2021 are prerequisite skills for History within the National Curriculum. It outlines the most relevant outcomes from 3 and 4 year olds and Reception, taken from the Understanding of the World area of learning.

The EYFS Statutory Educational Programme states: 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 fire-fighters. 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.

3 and 4 Year olds		Reception	
Begin to make sense of their own life-story and family's history.	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family	Comment on images of familiar situations in the past.	Practitioners can present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
		Compare and contrast characters from stories, including figures from the past.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

By the end of the Early Years Foundation Stage children will be assessed against the Early Learning Goal, **Understanding the World ELG: Past and Present**

Children at the expected level of development will:

- \* 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.

