



## History in EYFS

In the Foundation Stage children will be taught History through the Specific Area, **Understanding the World**. Children will learn through experiences that introduce the concept of time and change. There will be a focus on themselves, their family and their immediate environment. Children will talk about the lives and roles of people around them, identify the similarities and differences between now and the past and gain an understanding of the past through stories and topics taught eg Guy Fawkes. Children will be encouraged to talk about their findings and record them by drawing, writing or model making.

Below are the Development Matters statements for the Specific Area **Understanding the World**, it is made up of 3 aspects, **Past and Present (History)**, **People, Culture and Communities (Geography)** and **The Natural World (Science)**. Please note, the statements and ELGs are not the EYFS curriculum. Through carefully planned activities, chosen by staff, activities based around the interests of the children, stories read to the children and children working and exploring independently they will develop their historical knowledge.

Below are the statements for Specific Area of the EYFS curriculum, **Past and Present**:

### 3-4 Years

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### Reception

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.



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- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

**Early Learning Goal- Past and Present**

- **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.**



<b>EYFS HISTORY</b>	
<p><b>Autumn 1</b> Only One you Text : Only One You Linda Kranz Elmer David McKee Same, Same but Different Jenny Sue Kostecki Shaw It's ok to be different Todd Parr Guided Learning Opportunities:</p> <ul style="list-style-type: none"><li>• To drawing ourselves and families</li><li>• To talk about where we live and where we go to school</li><li>• To talk about when I was a baby compared to now</li><li>• To talk about own family, special times and events</li><li>• To know that I am unique</li></ul>	<p><b>Autumn 2</b> What do we Celebrate? Text : Celebrations and Special Days Ellen Lawrence Family Festivals Jean Coppendale Room on a Broom Julia Donaldson Little Red Hen The Scarecrow's Wedding Julia Donaldson Guided Learning Opportunities:</p> <ul style="list-style-type: none"><li>• To talk about what we celebrate, how it compares to our friends</li><li>• To read about Harvest festival, Bon Fire Night, Divali, Remembrance Day, Christmas, Birthdays</li><li>• To discuss Christmas story, introduce vocab long ago</li><li>• To talk about Guy Fawkes- look at pictures and discuss clothes, talk about long ago, 400 years ago, introduce vocabulary</li></ul>
<p><b>Spring 1</b> Can you Catch a Star? Text : How to Catch a Star Oliver Jeffers Other Oliver Jeffers text Q Pootle 5 in Space Nick Butterworth The boy from Mars Simon James Guided Learning Opportunities:</p> <ul style="list-style-type: none"><li>• Celebrate birthdays as the children turn 5</li></ul>	<p><b>Spring 2</b> Superheroes Text : Guided Activities: Super Daisy Kes Gray &amp; Nick Sharratt Supertato Sue Hendra Max Bob Graham Superhero Dad Joe Berger Guided Learning Opportunities:</p> <ul style="list-style-type: none"><li>• To talk about real life superheroes- nurses, doctors, police, firefighters etc what do you want to be when you are older?</li><li>• To learn about jobs in the past</li></ul>
<p><b>Summer 1</b> Castles, Dragons and Knights Text: Jack and the Beanstalk Nick Sharratt Little Red Bethan Woollvin Traditional Tales The Boy Who Grew Dragons Andy Shepherd &amp; Sara Ogilvie You Can't Eat a Princess! Gillian Rogerson &amp; Sarah McIntyre How to Catch a Dragon Caryl Hart Guided Learning Opportunities:</p> <ul style="list-style-type: none"><li>• Visit Chirk Castle, compare to our own houses</li><li>• To compare lives long ago to how we live now</li><li>• To look at toys in the past compared to today, sequence</li></ul>	<p><b>Summer 2</b> Out and About Text: Superworm Julia Donaldson &amp; Axel Scheffler Aaaarrgghh, Spider! Lydia Monks Mad About Minibeasts! Giles Andreae &amp; David Wojtowycz Guided Learning Opportunities:</p> <ul style="list-style-type: none"><li>• Walk around local area, walk to canal, play at the park</li><li>• To compare old buildings to newer ones</li><li>• To talk about jobs people have in the village</li></ul>



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This may vary depending on the cohort.

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2

<p><b>Autumn 1</b></p> <p>3-4 Years</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <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>	<p><b>Autumn 2</b></p> <p>Reception</p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<p><b>Spring 1</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>	<p><b>Spring 2</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>Summer 1</b></p> <p>ELG</p> <ul style="list-style-type: none"> <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>	<p><b>Summer 2</b></p> <p>ELG</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>