

Learning in EYFS – History

The Early Years Foundation Stage (EYFS) Framework is structured different to KS1 and KS2's National Curriculum. In the EYFS, learning is organised across **seven Areas of Learning**, rather than subject areas. The skills and knowledge taught across EYFS feed into learning in History in KS1 and KS2.

The table below outlines the **statements and goals from EYFS** which are **prerequisite skills** for KS1 and KS2 programme of study for History.

The most relevant statements for History are taken from the following areas of learning in the EYFS

- **Communication and Language**
- **Understanding the World**

Prerequisite learning for History		
Three and four year olds (ref: Development Matters)	Communication and Language	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens, such as: <i>The Knight Who Wouldn't Fight</i> • Use a wider range of vocabulary, such as: <i>the past</i> and <i>king/queen</i> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" or "<i>What was different in the past?</i>"
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past
Reception (ref: Development matters)	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary • Connect one idea or action to another using a range of connectives, such as: "<i>People in the past did this because of this</i>" • Listen to and talk about stories to build familiarity and understanding
	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Comment on images of familiar situations in the past
Early Learning Goals (EYFS Statutory Framework)	Understanding the World	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, 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.
Greater Depth Statements (ref: Sheringdale Skills and Knowledge Progression, EYFS)	Understanding the world (Past and Present)	<ul style="list-style-type: none"> • Having read a text in class, consider and answer questions such as: what real people, places and events can we compare this to? • Did events in the books' past impact its present? • If you changed one thing, would it affect the rest? • Look at pictures of past and present: what's different? What's the same? • Discuss images of royalty: still have royalty but it changes. • Comment on knowledge learned from reading to compare and contrast to modern day

