

# Learning in EYFS: History

This document demonstrates which statements from the Development Matters are prerequisite skills for History within the national curriculum.

The most relevant statements, from the EYFS Development Matters, for History are taken from the following area of learning:

- Understanding the World

In early years at Brentnall, we recognise that children need to be exposed to a wide range of higher-level vocabulary. Therefore, throughout their time in early years, we ensure children have had some specific teaching and learning experiences, through rich vocabulary, that are linked with foundation subjects. This forms only part of a wide range of vocabulary, topics and experiences, following the children's interests. The learning across all the seven areas in early years supports the children's holistic development, ready for the transition to the KS1 curriculum.

History			
<b>Three and Four-Year-Olds</b>	<i>Understanding the World</i>		<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>	<i>Understanding the World</i>		<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>	<i>Understanding the World</i>	<i>Past and Present</i>	<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>

## Specific Teaching and Vocabulary in Early Years

- Children are encouraged to offer comments when observing changes.
- Stories are used to give children the opportunity to compare life now and in the past.
- Children's real-life experiences are used, for example stories from grandparents, to offer stimulus for conversations.
- Children's interests are used to link in with historical events. E.g. if children are interested in space/rockets- videos and stimulus of Neil Armstrong's moon landing are used.

### Vocabulary

Past  
Event  
Family  
Celebration  
History  
Similar  
Different