

History

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas.

History is taught cross curricular every day during both adult directed and child initiated learning. E.g. what did we learn yesterday, what did you do at the weekend, learning about dinosaurs, our family, what did we look like as babies, similarities and differences.

We record History through observations which can be seen on Tapestry in Nursery and Reception. Tapestry is an online learning journal which consists of pictures of children's work, children's voice, moments from home e.g. a child went to paradise wildlife park to look at the dinosaurs linked to our topic, adult led activities, independent activities as well as child initiated learning (this is where children can choose where to work and we scaffold their learning). In Reception we also have a theme and maths folder. In the theme folder you can see lists of ideas that the children thought the bones could belong to, Christmas story sequencing, creating their own dinosaur picture. Also work is displayed around the classroom across EYFS.

Examples of some activities that can be seen across the year in EYFS are:

- Looking at pictures of when we were a baby
- Dinosaur topic – learning about dinosaurs that existed
- Talking about their weekend news
- Discussing similarities and differences between us

Below is the EYFS statements taken from Birth to 5 that children need to meet during Nursery and Reception. You can see the progression from Range 5 to Early Learning Goals (ELG). ELG is where children should be at the end of Reception. History is mostly seen in Understanding of the World (UW) and Communication and Language (CL) statements.

	Understanding of the World (UW)	Communication and Language
Range 5	<p><u>People and Communities</u></p> <p>Shows interest in the lives of people who are familiar to them Enjoys joining in with family customs and routines Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends Shows interest in different occupations and ways of life indoors and outdoors Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p><u>The World</u></p>	<p><u>Speaking</u></p> <p>Uses talk to explain what is happening and anticipate what might happen next Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> Builds up vocabulary that reflects the breadth of their experiences Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>)</p>
Range 6	<p><u>People and Communities</u></p> <p>Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p><u>Speaking</u></p> <p>Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>
ELG	<u>Past and Present</u>	<u>Speaking</u>

	<p>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.</p> <p style="text-align: center;"><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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