



## Learning in EYFS - How Development Matters links to the History Curriculum

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

The aim of this document is to support subject leaders in understanding how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2021 Development Matters are prerequisite skills for history within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges to match the programme of study for history.

### Three to Four

- Begin to describe a sequence of events, real or fictional, using words such as 'first' 'then'... (M)
- Begin to make sense of their own life-story and family's history (UW)

### Reception

- Learn new vocabulary (CL)
- Ask questions to find out more and to check they understand what has been said to them (CL)
- Describe events in some detail (CL)
- Engage in non-fiction books (CL)
- Comment on images of familiar situations in the past (UW)
- Compare and contrast characters from stories, including figures from the past (UW)

### Early Learning Goal

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (CL-S)
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (L-C)
- Talk about the lives of the people around them and their roles in society (UW-P&P)
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (UW-P&P)
- Understand the past through settings, characters and events encountered in books read in class and storytelling (UW-P&P)

### History in a Lancaster EYFS class

At The Lancaster School, care has been taken to ensure progression can be seen from FS1 to Yr2. When Key Stage One cover a particular History topic, EYFS ensure there is linked learning occurring in their provision. This learning or activity will ensure children have the prerequisite skills and vocabulary to access the curriculum as they move through the school.

It is important to note, however, that though certain activities have been planned to accommodate the history curriculum, practitioners will also take the lead of the children and provide opportunities for historical learning which follows children's interests and questions. These will occur naturally throughout the year; showcasing and fostering children's natural enquiry and interest in the subject.

	FS1	FS2	KS1
Term 1	Growing – looking at own baby photos. Talking about differences. Learn 'now' and 'next' using visual timetable	Growing – looking at own baby/toddler photos. Talking about changes Learn daily routine using visual timetable	Family history, changes in lifetime
Term 2	Look at old and new transport. Talk about similarities/differences.	Watch the first moon landing – space small world, create rockets, explore non-fiction texts about space. Bonfire Night	Events beyond living memory (first moon landing), lives of significant individuals (Neil Armstrong)
Term 3	Look at photos & lives of special adults i.e. grandparents	Look at photos & lives of special adults (i.e. grandparents) then and now, talk about similarities and differences. Use David Attenborough clips when learning about animals/insects	Lives of significant individuals (David Attenborough), changes within living memory
Term 4	Engage in 'castle' themed role-play or small world play. Listen to stories about castles long ago.	Visit and learn about Lincoln castle. Explore roles within a castle long ago.	Significant historical events, people and places in own locality
Term 5	Explore and sing nursery rhymes linked to historical figures – Old King Cole, Grand Old Duke of York	Look at a non-fiction book about a significant individual – i.e. little people, big dreams books.	Significant individuals Jethro Tull
Term 6	Read 'Peepo' or similar and look for differences in the home.	Talk about similarities and differences between old and new technology (i.e. phones, televisions, cars)	Events beyond living memory lives of significant individuals Alexander Bell Wright Brothers