

HISTORY IN THE EARLY YEARS FOUNDATION STAGE



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 help subject leaders to understand 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 for the reception year to match the programme of study for History.

The most relevant statements for history are taken from the following areas of learning:

- Understanding of the World
- Communication and Language
- Literacy

HISTORY

Reception	Understanding of the World	• Talk about members of their immediate family and community. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past.
	Communication and Language	• Learn new vocabulary • Use new vocabulary through the story • Use new vocabulary in different contexts. • Describe events in some detail. • Retell a story once they have developed familiarity with the text, some as exact repetitive, some in their own words. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.
ELG	Understanding of the World	• Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on experiences and what has been read. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Communication and Language	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Express their ideas and feelings about their experiences using full sentences.
	Literacy	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently used vocabulary. • Anticipate key events in stories.