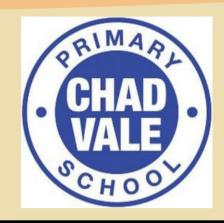
History in EYFS

at Chad Vale Primary School



Whilst history isn't an official subject within the Early Years Framework, there are many vital learning opportunities which provide children with a foundation of key skills to later prepare them for learning in Key Stage 1 and beyond. History in Early Years should provide opportunities to expand children's knowledge and understanding of events, people and changes in the past and develop children's investigative and interpretive skills.

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

Understanding the World

History			
Three and Four-Year-Olds	Understanding the World		 Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		 Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	 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 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.

Begin to make sense of their own life story and family history

Talk about photos and memories within their family and growing up

Continue to develop positive attitudes about differences between people

Read about key people in history e.g. Guy Fawkes How do we provide a foundation of history skills and knowledge in our Early Years?

Comment on images of familiar situations in the past

Visits to find out about homes, schools and transport in the past

Develop an understanding of past and present through stories and images

Use the language of past, present and future to discuss events

Begin to develop an understanding of chronology, when discussing routines and events

Family photos shared with the class

Discussion about our family members

Ordering daily routines and visual timetables

Visit to Black **Country Museum** 'History of us' display

Using key vocabulary during our daily discussions

What might these experiences look like?

Exploring baby photos and discussing how they have changed

Reading about significant people - Neil Armstrong

Discussing what happened next in story time

Look at the changes over time when exploring life cycles of chicks, plants and butterflies









