

# 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		<ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>
Reception	Understanding the World		<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>
ELG	Understanding the World	Past and Present	<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>

**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**

**What might these  
experiences look like?**

**Exploring baby  
photos and  
discussing how  
they have  
changed**

**Using key  
vocabulary  
during our daily  
discussions**

**Discussing what  
happened next  
in story time**

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

**Reading about  
significant  
people – Neil  
Armstrong**



# The history of us

**Past**

Spring

**Present**

Autumn

**Future**

Winter Summer

Halloween Bonfire Night Christmas New Year's Day Chinese New Year Father's Day

*Note: A large text block in the 'Present' section reads: 'To celebrate Black History Month, we read books written by Black authors, listened to some traditional songs, and learnt about Gran Gran's journey from Saint Lucia to England. One of the children commented: "That girl has the same colour skin as me". It was important for our classroom to reflect the wonderful diversity we have here at Chad Vale.'*

