What Does History Look Like in the Early Years in St. Mary's C.P. School?

The revised EYFS still has seven areas of learning, rather than the individual subjects used within the National Curriculum. Communication and Language development is key and is a 'golden thread' which runs through and underpins all other areas of learning, as does Personal, Social and Emotional Development. At St. Mary's C.P. School the statutory framework is supported by the document 'Development Matters. The table below shows where learning in early years links to the NC programme of study in History. Whilst there are not links in each age range, these statements are just basic bones upon which we build our full curriculum.

<table>
<tr><th colspan="2">Development Matters</th></tr>
<tr><td>Birth to Three – Babies and young toddlers will be learning</td><td><u>Communication and Language</u>
Show attention to sounds and music.
Listen to simple stories and understand what is happening, with the help of the pictures.
Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</td></tr>
<tr><td>3- and 4-year olds will be learning to:</td><td><u>Communication and language</u>
Enjoy listening to longer stories and can remember much of what happens.
Understanding the World Begin to make sense of their own life-story and family's history.
Show interest in different occupations.</td></tr>
<tr><td>Children in reception will be learning to:</td><td><u>Communication and language</u>
Describe events in some detail.
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
Engage in non-fiction books.
<u>Personal, Social and Emotional Development</u>
Think about the perspectives of others.
<u>Mathematics</u>
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...
' Understanding the World Name and describe people who are familiar to them
Comment on images of familiar situations in the past.
Compare and contrast characters from stories, including figures from the past.</td></tr>
<tr><td colspan="2"><u>Early Learning Goal</u> – Past and Present Children at the expected level of development will:
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.</td></tr>
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What History Looks Like in the Early Years, including Indoor and Outdoor Provision

What you might see children doing	What you might see staff doing
• Talking about their daily and weekly routine. • Sequencing events from stories. • Using language connected with sequencing and the passing of time. • Talking about the lives of other members of their family. • Recounting memories of special celebrations. • Showing an interest in the passing of time and how things change. • Noticing changes in the seasons. • Exploring objects or photographs from the past. • Finding information about the past in books and use technology. • Showing interest and talking about how they have changed and grown since they were a baby. • Looking at objects or books to find out about the past. • Role-playing special events they have enjoyed and participated in. • Drawing and writing about recent or past events. • Exploring their own interests which have a historical links, for example finding out about dinosaurs. • Acting out historical events with small world play figures. • Asking questions about past events. • Exploring their local area through the eyes of a 'historian'.	• Teaching and modelling language associated with the passing of time, future, past and present. • Talking to children about past events in their lives and that of the children. • Providing opportunities to explore the local area and talk about past events and historical features. • Instigating opportunities for role play linked to past events in the children's lives and the lives of others. • Providing opportunities for sequencing activities in relation to stories. • Scaffolding conversations to recall prior learning. • Teaching children, the days of the week and months of the year in sequence. • Stimulating curiosity through providing interesting resources and artefacts. • Considering prior learning when planning opportunities. • Considering children's interests. • Showing interest in the children as individuals. • Providing books and artefacts which promote discussion about how things change or what it was like in the past.