



History in the Early Years

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 2020 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 to match the programme of study for history.

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

Communication and Language (CL)	Personal, Social and Emotional Devel (PSED)	Understanding the World (UTW)		
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Area of Learning	Birth to Three Year Olds	Three and Four Years Olds	Reception	Early Learning Goal
CL	<ul style="list-style-type: none"> Listen and respond to simple instructions. Understand simple instructions. Generally, focus on an activity of their own choice. Develop pretend play. Recognise and point out objects. Understand simple questions about 'who', 'what' and 'where.' 	<ul style="list-style-type: none"> Use a wider range of vocabulary. Understand a question or instruction that has two parts. Understand 'why' questions. Be able to express a point of view and to debate when they disagree. Use talk to organise themselves and their play. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary. Ask questions to find out more and check they understand what has been said to them. Describe events in some detail. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts. 	Listening, Attention and Understanding
				<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions during discussions. Make comments about what they have heard and ask questions to clarify their understanding.
				Speaking
PSED	<ul style="list-style-type: none"> Express preferences and decisions. Be increasingly able to talk about and manage their emotions. Are talking about their feelings in more elaborate ways. "I'm safe when..." Notice and ask questions about differences. 	<ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Talk about their feelings. Begin to understand how others might be feeling. 	<ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Think about the perspectives of others. 	Self-Regulation
				<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
				Managing Self



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				<ul style="list-style-type: none">• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
UTW	<ul style="list-style-type: none">• Make connections between the features of their family and other families.• Notice differences between people.	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history.	<ul style="list-style-type: none">• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.	Past and Present <ul style="list-style-type: none">• 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.