



BILSTON CHURCH OF ENGLAND PRIMARY

What does History look like in EYFS?

- History is part of the Understanding the World area of learning in EYFS.
- The Early Learning Goals for the Geography element of Understanding the World at the end of Reception are:
 - ✓ 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.
- Throughout our termly topics, History objectives are planned for. These are modelled by staff within the classroom with key skills taught explicitly using a range of resources such as photos, artefacts and small world play. Through our topic 'Growing and Changing', history objectives are covered in detail. Children have chance to discover their own living history, thinking about how they have changed from birth to now whilst also looking at how life has changed over a longer period, thinking about the life of our parents, grandparents and great-grandparent. Books such as 'The Growing Story', 'Peepo' and 'The Old Toy Room' are used to support this.
- To encourage children's questioning to find out more, we use a Curiosity Cube in each class containing something related to the week's text or topic. Children are unable to touch the contents but should instead ask questions to

extend their understanding of what is inside, this may be an artefact with historical significance, sparking children's interest in the past.

- Opportunities to explore the lives of people around them and in society threads through many of our topics with specific occasions such as visits from nurses, the Police and Fire Brigade to engage children and make learning more relevant.

This is our Skills and Knowledge grid for areas of learning related to History:

UNDERSTANDING THE WORLD				
Past and Present				
I can talk about people who are familiar to me.	I am beginning to make sense of my own life-story and family's history.	I can talk about members of my immediate family and community. I understand that families can be different I can name and describe people who are familiar to me.	I can talk about people who are important to me. I can talk about people who are important to the wider community.	Talk about the lives of the people around them and their roles in society.
I can understand and talk about some of the similarities and	I like to explore how different objects (past/present) work.	I can talk about my own past. (Comparing me now to when I was younger).	I can compare and contrast characters from stories, including figures from the past.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

differences between the present and the past.			I can comment on images of familiar situations in the past.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Cultures and Communities				
I can talk about different occupations.	I can identify some familiar occupations – Police, Fire Fighter, Doctor, Nurse, Teacher...	I show interest in different occupations. I can identify the role of people with certain occupations.	I show interest in different occupations. I can identify the role of people with certain occupations.	Talk about the lives of the people around them and their roles in society.