

EYFS Curriculum links
History

EYFS Development Matters Statement (2021)	How we might support this in EYFS	What this might look like in school
Understanding the World		
Begin to make sense of their own life-story and family's history	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family	• Home corner role play • Photographs of children and their families • Stories about different families • Circle time • Inviting parents and Grandparents to talk to the class about their lives and the past • Artefacts from the past in provision
Comment on images of familiar situations in the past.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.	• Photographs of a familiar places or objects now and in the past used as discussion point • Baby photographs of the children and staff • Relevant pictorial timeline • Trips to local places of historical importance • Topic on Castles and Knights • Teachers sharing experiences from the past verbally and pictorially • Sequencing pictures • Vocabulary related to time • Talk about events that happened before they were born
Compare and contrast characters from stories, including figures from the past.	Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.	• Story sharing of people or events from the past • Story sack and story stones

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	Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role-play and other storytelling methods.	• Use of video clips and online resources to show images from the past • Treasure basket containing artefacts from the past • Explore themes such as bravery, kindness and choices through stories and role play
EYFS 2021 Early Learning Goal (Statutory) ELG: 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.		• All of the above will contribute to children achieving the Expected standard at the end of the foundation stage in Understanding the World