

## Progression Guidance for History from Early Years

### Overview

History in the EYFS Framework falls predominantly under the Understanding the World area of learning. In addition, aspects within Communication and Language, as well as Comprehension within Literacy are important to the teaching and learning of History. The Characteristics of Effective Teaching and Learning are threaded through all aspects of learning and are the fundamental ways in which children within EYFS learn. During the Early Years, children should be developing knowledge, skills and understanding which will prepare them for the Year 1 curriculum.

The following table shows how the Statutory EYFS Framework Educational Programmes (curriculum) fit alongside Year 1 subject content and how Year 1 key skills, knowledge and understanding fit alongside relevant early learning goals (assessment). In addition, suggested key skills, knowledge and understanding for EYFS are provided. These are intended as guidance only. Individual schools should review their own curriculum and identify the appropriate skills, knowledge and understanding to be taught based on knowledge of their unique school context. In addition, it should be noted that the Early Learning Goals must not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.

History		
Year 1 Subject Content	EYFS Educational Programmes (Curriculum)	Suggested EYFS Key Skills, Knowledge and Understanding (Curriculum)
Chronological knowledge / understanding (including characteristic features of periods)	<p><b>Understanding the World</b></p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening</p>	<ul style="list-style-type: none"> <li>Use everyday language related to time</li> <li>Order and sequence familiar events</li> <li>Describe main story settings, events and principal characters</li> <li>Talk about past and present events in their own lives and in the lives of family members</li> <li>Extend their vocabulary in relation to history</li> <li>Find out about people and places</li> <li>Ask and answer ‘how’ and ‘why’ questions in response to stories or events</li> <li>Use non-fiction books and web search engines to find out information</li> </ul>
Historical Terms		
Historical Enquiry – Using Evidence / Communicating Ideas		
Interpretations of History		
Continuity and Change In and Between Periods		
Cause and Consequence		

Similarity / Difference Within a Period / Situation (Diversity)	to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.	<ul style="list-style-type: none"> <li>Record their thinking, using marks they can interpret and explain</li> <li>Explore similarities and differences, patterns and changes over time</li> <li>Develop their understanding of growth, decay and changes over time</li> <li>Question why things happen and give explanations</li> <li>Find out about themselves and others, their families, communities and traditions</li> <li>Discuss and describe special times or events for themselves, their family or friends</li> <li></li> </ul>
Significance of Events / People		

Year 1 Key Skills, Knowledge and Understanding	Linked Early Learning Goals (Assessment)*
<ul style="list-style-type: none"> <li>Know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally</li> <li>Know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>Know about significant historical events, people and places in their own locality.</li> </ul>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the 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> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> <li>Anticipate – where appropriate – key events in stories</li> <li>Use and understand recently introduced vocabulary during discussions about non-fiction and during role-play</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding</li> </ul>

*\*The ELGs should not be used in any way to limit the wide variety of rich experiences that are crucial to a broad and balanced curriculum.*

#### Step by Step Guidance to Support Planning for History Progression

1.	Establish where, when and how often, children are given opportunities to develop the Characteristics of Effective Teaching and Learning which will prepare them for accessing all subject areas in KS1.	
2.	Establish where and when children are given opportunities to explore the identified skills, knowledge and understanding across EYFS which will prepare them for accessing History in KS1.	
3.	Map out where History will have a predominant focus within EYFS teaching and learning. As well as direct teaching, you should also consider child-led learning and how the physical learning environment lends itself to History.	
4.	Look at the progression of your subject across school.	Consider: <ul style="list-style-type: none"><li>• What children cover in Early Years</li><li>• When History topics or skills are revisited later on in school</li><li>• If the curriculum offer in Early Years provides the appropriate foundations for future learning</li><li>• What specific skills and knowledge children are learning in Early Years related to History</li></ul>

		<ul style="list-style-type: none"> <li>• If these skills provide children with the foundations needed to apply these skills in Year 1 and beyond</li> </ul>
5.	Map out the skills and knowledge children will achieve throughout their time in Early Years	<ul style="list-style-type: none"> <li>• What skills, knowledge and understanding will children have in History by the end: <ul style="list-style-type: none"> <li>○ Autumn term, Spring term and Summer term of Nursery?</li> <li>○ Autumn term, Spring term and Summer term of Reception?</li> </ul> </li> <li>• Is this learning progressively sequenced?</li> <li>• Does this provide the opportunity to integrate new knowledge into larger concepts?</li> <li>• Are links made between new and previous learning?</li> </ul>
6.	Map out the vocabulary associated with History children will learn at different points throughout Early Years. Does this vocabulary help to prepare children for the next phase?	
7.	Monitor the implementation of the long-term plan (set out by following steps 1-6).	<p>Consider:</p> <ul style="list-style-type: none"> <li>• The opportunities children have to apply History knowledge and skills and embed understanding through child-initiated learning</li> <li>• The opportunities children have to embed learning through different contexts, e.g. across multiple areas of the Early Years environment during play.</li> <li>• How adults support children to learn and understand specific vocabulary related to History</li> </ul>
8.	Assess the impact of the long term plan and implementation process.	<ul style="list-style-type: none"> <li>• Are children able to demonstrate the skills (identified in step 1 and 2)?</li> <li>• Can children use and apply the taught vocabulary?</li> <li>• Are children confident with basic concepts related to History by the end of Reception?</li> <li>• Do children enter Year 1 ready for the History National Curriculum Programme of Study?</li> </ul>