

# Learning in EYFS:

## EYFS & NATIONAL CURRICULUM LINKS – HISTORY

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 Three and Four-Year-Olds and Reception to match the programme of study for history.

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

- Understanding the World

History		
Three and Four-Year-Olds (Some children may be working at this level)	Understanding the World	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception Development Matters	Understanding the World	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present <ul style="list-style-type: none"> <li>• Talk about the lives of 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>

### Notes

In addition Children will be developing skills in

#### **Communication and Language**

##### **Development Matters**

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Use talk to work out problems and organise thinking and activities, and to explain how things work and why they might happen

##### **ELG's in this area**

##### Listening Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back and forth exchanges with their teachers and peers

## Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences including accurate use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.

## **Personal, Social and Emotional**

### **Development Matters**

- Show resilience and perseverance in the face of challenge

### **ELGs in this area**

#### Self-Regulation

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas of actions.

#### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

#### Building Relationships

- Work and play cooperatively and take turns with others