

This draws upon guidance from Development Matters (2021) – specifically the 'Understanding the World' area of learning.

How we achieve high quality 'History' outcomes for our EYFS children:

Powerful Knowledge

3-4 years	Reception	ELG
<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Explore how things work. - Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> - 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. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Our Curriculum

- During 'Let's Pretend', we visit Skipton Castle. Whilst there, we compare the 'Great Hall' to Tranmere's dining hall and imagine what it was like to enjoy a banquet in the past. To further understand this, we visit the site of the kitchens and toilets at Skipton Castle.
- The children, during Transition and Getting to Know You discuss who lives with them and look at photos of themselves as babies, whilst creating a timeline of their lives. They complete 'Family Bag' activities where they are required to present about where they have been.
- They learn about Kings and Queens and the castles they lived in: Charles III, Elizabeth II, Queen Victoria and Harwood House.
- A fun activity is to have pictures of different historical artefacts (e.g. masks, hieroglyphics, paintings etc.) and talk about how old they are – or similarly, look at two objects with the same function (e.g. an older computer and a newer computer) and guess which is older, giving reasons for their answers.

Enhanced Provision

Small world and role play with props encourages children to talk about what they are learning. It gives them the opportunity to revisit their learning and apply it in different situations. It also extends their learning and allows them the chance to teach their peers.

Provision (both indoor and outdoor) is regularly enhanced with new items so that children continue to be engaged (e.g. pictures of historical buildings or figures and drawing equipment etc.). Here, there is a focus on sharing non-fiction texts about castles and fairytale stories to supplement the understanding of that time.

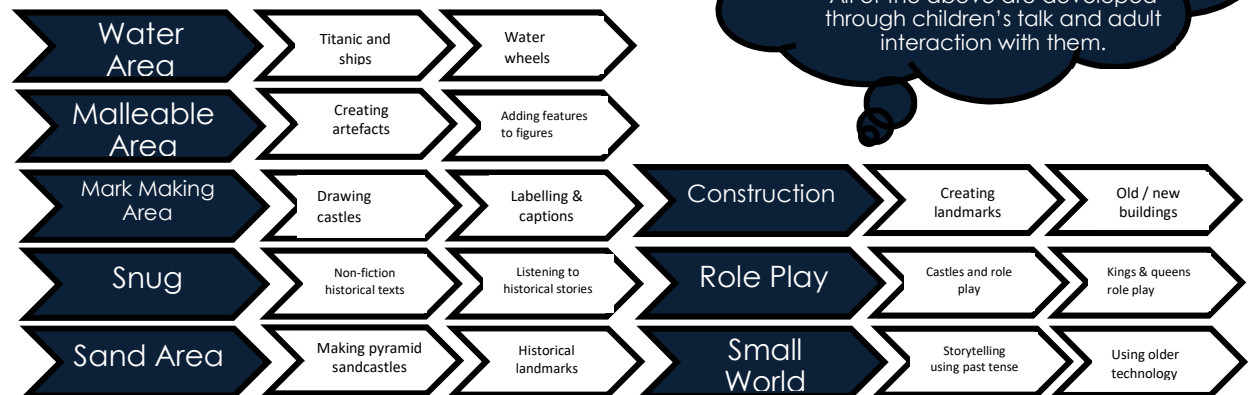
Evidence of the children using enhanced provision in their own way can be found in the children's 'Learning Journeys'.

Spontaneous Opportunities

These are unplanned and arise from children's comments and observations e.g. looking at features of castles when learning about fairytales.

All of the above are developed through children's talk and adult interaction with them.

Continuous provision (indoor and outdoor) examples



Characteristics of Effective Teaching and Learning:

Children in EYFS develop their 'Characteristics of Effective Teaching and Learning' through their independent learning and adult guided activities.

The characteristics which show subject specific skills and are documented through observations and photographs in work books and learning journeys.

The following can be seen as complementing future History learning:

- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interest and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves.
- Take part in simple pretend play.
- Sort materials.
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Use pretend play to think beyond the 'here and now' and to understand another perspective.
- Know more, so feel confident about coming up with their own ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.