



EYFS links to History

Age bands	Development Matters	Ranges	Birth to 5 Matters
0-3	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>	1	<p>Develops a sense of belonging to their family and their key carer</p> <p>Recognises key people in their own lives</p>
3-4	<p>Begin to make sense of their own life-story and family's history.</p> <p>Continue developing positive attitudes about the differences between people.</p>	2	
Reception	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	3	<p>Enjoys joining in with family customs and routines.</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>Is interested in photographs of themselves and other familiar people and objects</p>



<p>ELG</p>	<p><u>Past and Present</u> 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;</p>	<p>4</p>	<p>Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p>
<p>Opportunities within Provision</p>	<ul style="list-style-type: none"> • Provide opportunities, both indoors and out, for babies and toddlers to see people and things beyond the baby room, including the activities of older children. <p>Collect stories for, and make books about, children in the group, showing things they like to do and things that are important to them, in languages that are relevant to them wherever possible.</p> <ul style="list-style-type: none"> • Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room. • Make photographic books about the children in the setting and encourage parents to contribute to these. <p>Share photographs of children's families, friends, pets or favourite people, both indoors and out.</p>	<p>5</p>	<p>Enjoys joining in with family customs and routines</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Talks about why things happen and how things work</p> <p>Developing an understanding of growth, decay and changes over time</p>



	<ul style="list-style-type: none"> • Support children’s understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided. • Ensure children have resources so that they can imitate everyday actions and events from their lives and that represent their culture. • Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter. • Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. • Provide role-play areas with a variety of resources reflecting diversity. • Share stories that reflect the diversity of children’s experiences. • Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area. 	6	<p>Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members</p> <p>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>
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EYFS History knowledge

- Know that things in the environment can change over time
- Know that there are certain important individuals
- Know their immediate family tree
- Know some differences and similarities between times in the past and in the present day
- Be able to tell a fictional story about an event/events from the past
- Experience some notable traditions and recall information about them

Key Vocabulary

Past present family tree parents grandparents change importance/significance
Events culture tradition similarity difference