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| Early Years | Statements from Development Matters | | Statements from the Early Learning Goals (EYFS Statutory Framework) | | |
| | Understanding the World | Comment on images of familiar situations in the past. | Understanding the World | Past and Present | Talk about the lives of people around them and their roles in society. |
| | Reception | Compare and contrast characters from stories including figures from the past. | | | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. |
| UtW 3-4 years | Begin to make sense of their own life-story and family's history. | | | Understand the past through settings, characters and events encountered in books read in class and storytelling. (Daily reading for pleasure sessions with an adult enable children to explore stories linked to history / topic. In the classroom reading area, children can choose to explore a book which links to the current topic.) | |

| EYFS HISTORY CURRICULUM | |
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| Chronological Understanding | <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of 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. • Can they tell me about things that happened when they were little? • Can they recognise that a story that is read to them may have happened a long time ago. • Do they know that some objects belonged to the past? Can they explain how they have changed since they were born? Can they put up to three objects in chronological order (recent history)? • Can they use words and phrases like: old, new and a long time ago? • Begin to make sense of their own life-story and family's history. |
| Knowledge and interpretation | <ul style="list-style-type: none"> • Do they recognise that we celebrate certain events because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as old toys? |
| Historical Enquiry | <ul style="list-style-type: none"> • Can they ask and answer questions about old and new objects? Can they spot old and new things in a picture? Can they answer questions using an artefact/ photograph provided? • Can they give a plausible explanation about what an object was used for in the past? • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Can they spot old and new things in a picture? • Can they sort artefacts into 'then' and 'now'? |