

History in EYFS: Reception

Our History Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for History, offering a unified approach to teaching History in EYFS.

Clear progression between EYFS and Key stage 1 content can be seen by looking at our [Progression of knowledge and skills](#) document, where component knowledge and skills are outlined across our strands **Substantive (abstract) concepts**, **Disciplinary knowledge**, **Historical enquiry** from EYFS (Reception) through to Year 6.

Our History EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local history or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' history learning in Key stages 1 and 2.

The activities are designed to foster a curiosity about history, prompting children to start asking questions about the past while referring to their own experiences. Children begin to develop a basic understanding that when we refer to the 'past,' we are referring to events that have already happened and become familiar with some of the vocabulary we use to talk about the past (e.g. last year, last week, yesterday).



Suggested long-term plan: History- Outline (Mixed-age cycle)

	Autumn	Spring	Summer
EYFS (Reception)	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further history learning. See here for more information on History in EYFS: reception		

<i>Cycle A</i>				<i>Cycle B</i>		
Year 1/2	Year 3/4	Year 5/6		Year 1/2	Year 3/4	Year 5/6
How am I making history?	British history 1: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	British history 4: Were the Vikings raiders, traders or settlers?	Autumn	What is history?	How have children's lives changed?	What does the Census tell us about our local area?
How have toys changed?	British history 2: Why did the Romans settle in Britain?	British history 5: What was life like in Tudor England?	Spring	How was school different in the past?	What did the ancient Egyptians believe?	What did the Greeks ever do for us?
How did we learn to fly?	British history 3: How hard was it to invade and settle in Britain?	British history 6: What was the impact of World War II on the people of Britain?	Summer	What is a monarch?	How did the achievements of the Maya civilisation influence their society and beyond? - coming soon!	Unheard histories: Who should go on the banknote? OR The Sikh Empire