



HISTORY

UNDERSTANDING OF THE WORLD 1 (People and Communities)

This document shows how our History curriculum develops from Nursery to Year 2.

Intent: EYFS

In the Early Years Foundation Stage (Nursery and Reception) our focus for teaching and learning is on hands-on experience and developing the language and communication skills that will enable children to make comparisons, ask questions and make connections in their experiences. We start to develop their understanding of the passing of time through their experience of daily life and routines (day, night, yesterday, today and tomorrow) and introduce different ways that we measure time (sandtimers, clocks, calendars, days of the week, months of the year).

As the children's understanding of time and their use of time-related vocabulary develops, so will their early understanding of chronology. In Reception we focus on how the children have changed over time from being babies to the present day. We also use children's interest in dinosaurs to introduce chronological vocabulary such as 'long ago', 'in the past' and 'extinct'.

Nursery	<i>Learning experiences (implementation)</i>	Key vocabulary	Development Matters in the EYFS
	Talking about day/night, light and dark and associated daily routines e.g. bedtimes, mealtimes Sequencing events e.g. ordering pictures of daily routines, completing sequence jigsaw puzzles Talking about special family events; holidays, days out, birthdays, festivals and celebrations. (Eid, Diwali, Christmas, Easter)	Now, later, yesterday, today and tomorrow, day and night	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience. (UW2) • Recognises and describes special times or events for family or friends (UW2)
Reception	Sequencing events e.g. ordering pictures of daily routines, completing sequence jigsaw puzzles How have I changed? – comparing photographs of children as babies and now, visit from Mum and baby Making a dinosaur fact file Visit to Tring Museum Learning about special family events; birthdays, festivals and celebrations. (Eid, Diwali, Christmas, Easter)	Days of week, yesterday, today and tomorrow, long ago, prehistoric, in the past, extinct, light, dark	Children talk about past and present events in their own lives and in the lives of family members (UW2)

Intent: Year 1 and 2

As the children move into Key Stage 1, we follow on and develop from their experiences in the EYFS. Our starting point is changes in living memory, particularly in our town and our family's lives! Time and chronology are challenging and abstract concepts and so our aim is for Year 1 children to be able to develop their historical understanding and skills within contexts that are meaningful to them. The children draw on these experiences to be able to talk about changes and similarities. Our Year 1 children particularly enjoy a language rich educational visit to Warwick Castle as a stimulus for learning about knights and castles. In Year 2 the children continue to develop their understanding of chronology by learning about changes beyond living memory, the lives of significant individuals and events of historical significance both national and global. As a whole school, we identify and focus on events beyond living memory that are of national or global significance on an annual basis e.g. 'take one soldier' commemoration of the end of WW1 in 2018, Olympics and Paralympics in 2020.

The National Curriculum Key Stage 1 Programmes of Study for History tell us:

- Children should develop an awareness of the past, using common words and phrases relating to the passing of time.
- Children should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Children should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	<i>Learning experiences (implementation)</i>	Key vocabulary	National Curriculum Programmes of Study for KS1
Year 1	Aylesbury now and then (link to local study in Geography) e.g. How has Aylesbury High Street changed? Our 1970's school – making a time capsule, games children play Visit to Warwick Castle	Time, then, now, long ago, in the past, old, decade, memory, Aylesbury, town	<ul style="list-style-type: none">• Learn about changes within living memory• Learn about events beyond living memory that are significant nationally or globally
Year 2	Famous people from History: Guy Fawkes, Florence Nightingale and Mary Seacole, Guy Fawkes, Shackleton, Samuel Pepys (compare and contrast) Great Fire of London Bonfire Night Local figures: David Bowie (statues in Aylesbury), Roald Dahl	Date, story, timeline, significant, important, historical, memory, evidence, records	<ul style="list-style-type: none">• Learn about the lives of significant individuals in the past who have contributed to national and international achievements• Learn about significant historical events, people and places in their own locality• Learn about events beyond living memory that are significant nationally or globally

