



## HISTORY

### UNDERSTANDING OF THE WORLD

*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'.*

	<b>Learning experiences</b>	<b>Key vocabulary</b>	<b>Birth to Five Matters</b>
<b>Nursery</b>	<p>Talking about day/night, light and dark and associated daily routines e.g. bedtimes, mealtimes</p> <p>Talking about special family events; birthdays, festivals and celebrations</p> <p>Talking about holiday memories and days out</p>	Now, later, yesterday, today and tomorrow, day and night	<ul style="list-style-type: none"> <li>• Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Remembers and talks about significant events in their own experience</li> </ul>
<b>Reception</b>	<p>How have I changed? – comparing photographs of children as babies and now</p> <p>Exploring old objects and artefacts</p> <p>Link figures from the past to children's observed interests</p>	Days of week, yesterday, today and tomorrow, long ago, prehistoric, in the past, extinct	<ul style="list-style-type: none"> <li>• Recognises and describes special times or events for family or friends</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> </ul>

**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. the platinum jubilee in 2022***

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.

		<b>Revisit, recap, revise</b>	<b>Learning experiences</b>	<b>Key vocabulary wordbank</b>	<b>How can we find out more?</b>	<b>Key phrases</b>	<b>National Curriculum Programmes of Study for KS1</b>
Year 1	The toy box	Photograph of teacher as a child; How have I changed? Is anything the same? That was X years ago, in the past	Chronology: <ul style="list-style-type: none"><li>• Ordering photographs of people from youngest to oldest</li><li>• What year is it? What year were you born?</li><li>• What is a decade? Which decade were</li></ul>	Year, decade, toy, oldest, youngest, in the past	Ask our parents and older family members what toys they played with.  Invite family into school to see our toy box.	X happened and that made Y happen	Learn about changes within living memory

			<p>you/your teacher/your grandparents born in?</p> <p>Timeline of decades based on decades of birth – fixed timeline</p> <p>Investigation:</p> <ul style="list-style-type: none"> <li>• What are the toys made of?</li> <li>• Do you have a toy like this?</li> <li>• Does this toy need batteries? Does it need to be charged?</li> </ul>				
		<b>Revisit, recap, revise</b>	<b>Learning experiences</b>	<b>Key vocabulary wordbank</b>	<b>How can we find out more?</b>	<b>Key phrases</b>	<b>National Curriculum Programmes of Study for KS1</b>
Year 1	Castles	Chronology: The year is, the decade is	<p>What is a century? Warwick Castle was built X hundred years ago. Is anyone alive now who was born when Warwick Castle was built?</p> <p>Visit to Warwick Castle</p>	Motte and Bailey, hill, moat, arrow, stone, wood, century, ago	Visit Warwick Castle	X happened and that made Y happen	Learn about events beyond living memory that are significant nationally or globally
Year 1	Let's Move it	Chronology: The year is, the decade is	<p>How did you travel to school today?</p> <p>How did people travel 50 years ago?</p>	Transport, public transport, decade, century, car, bus, train, station, same, different	Look at old photographs of Aylesbury	X happened and that made Y happen	Learn about changes within living memory

		Our school was built in the 1970's 50 years ago	How did people travel 100 years ago?  How have vehicles changed? What's the same and what's different?		Talk to people who were alive 50 years ago		
Year 2	Whizz, pop, whoosh	Chronology: The year is, The decade is  Warwick Castle was built in...  Is anyone alive now who was born when Warwick Castle was built?	<b>Great fire of London</b> When was the great fire of London? Before or after Warwick Castle was built? (Add to timeline) Is anyone alive now who was born at the time of the great fire of London?  How did it start? Why was it known as 'the great fire'?  Are there any buildings that were saved from the fire?  <b>Guy Fawkes and the Gunpowder Plot</b>  In history, some things happen that are significant for everyone and are remembered forever over time with special events, traditions or commemoration e.g. Bonfire night, Remembrance Sunday	London, century, ago, remember, Houses of Parliament	Read an account from someone who was alive at the time (Samuel Pepys)	The Great Fire of London made X happen          What events do we commemorate in November EVERY year	Learn about events beyond living memory that are significant nationally or globally

Year 2	Important people from history	Where do these people fit into our chronology timeline? How many centuries/decades ago?	How do you know that someone did something important in the past? <i>Statues, portraits, books</i>  Florence Nightingale Mary Seacole Katherine Johnson  What did they do to make change happen?	Famous, significant, historical, fact, story, decade, century	Look online, read an information book about the subject	X made X changes happen and that is why they are important	Learn about the lives of significant individuals in the past who have contributed to national and international achievements
Year 2	A statue in Aylesbury	How do you know that someone did something important in the past? <i>Statues, portraits, books</i>	Have you seen these statues in Aylesbury?  Poppa Guttmann and the National Paralympic Heritage Trust  David Bowie  When were they alive? Was this before/after Florence Nightingale, Mary Seacole, Katherine Johnson? (Count in decades/centuries)	Famous, significant, historical, fact, story, decade	Look online, read an information book about the subject	X made X changes happen and that is why they are important	Learn about significant historical events, people and places in their own locality