



History Curriculum



Early Years Foundation Stage

History		
	Communication and Language	Understanding the World
Birth to 3	<p>Develop pretend play e.g. putting the baby to sleep, going to the shops and relate these activities to their family life and experiences.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where'.</p>	<p>Make connections between the features of their family and other families.</p> <p>Notice differences between people.</p>
3 & 4 year olds	<p>Enjoy listening to stories and can remember what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Begin to make sense of their own life-story and family's history e.g. by talking about photos and events.</p> <p>Show interest in different occupations.</p> <p>Continue developing positive attitudes about the differences between people e.g. by talking about differences between families and communities. Celebrate and value cultural, religious and community events and experiences.</p>
Reception	<p>Describe events in some detail, using sequencing words e.g. before, then.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.



	<p>Engage in non-fiction books.</p>	<ul style="list-style-type: none">• Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.• Show images of familiar situations in the past, such as homes, schools, and transport.• Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.• Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none">• Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.• Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.• Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.• In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.
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Past and Present ELG

Children at the expected level of development will:

- 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.



Key Stage 1

Purpose of study

A high quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History					
	Chronological understanding	Understanding of ‘the past’	Historical enquiry & interpretation	Communication & expression	Subject content
Year 1	<ol style="list-style-type: none"> 1. Recall events from own past. 2. Which of two related items is the older? 3. Use the vocabulary- past, present, old, new, young, names of days/months, last year/this year 	<ol style="list-style-type: none"> 1. Hear and read lots of stories set in past times. Try listening to older people recounting events. Become comfortable with ‘the past’ and gain a sense of familiarity with it. 2. Be able to suggest whether a story is set in the past or the present. 	<ol style="list-style-type: none"> 1. Develop a sense of curiosity through: <ol style="list-style-type: none"> a. Handling and observing artefacts b. Local visit(s) – at least one each year with an historical focus c. Talking to visitors (including on Grandparents Day) and ask them questions e.g. Did you like school? What was your favourite toy? 	<ol style="list-style-type: none"> 1. Talk in a group, bring photos and objects to show and display- perhaps the teddy you were given as a baby or your tiny first pair of shoes... 2. Dress up, try things out, engage in role play and stretch that imagination to draw, write, make models, paint or use ICT. 	<ol style="list-style-type: none"> 1. Changes within living memory 2. Events beyond living memory that are significant nationally or globally 3. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 4. Significant historical events, people and places in their own locality.



History

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Year 2	<ol style="list-style-type: none"> 1. Remember to use the past tense when telling others about something that has happened. 2. Introduce timelines and add to them throughout the year 3. Use vocabulary: before, after, then, now, a long time ago, recently 	<ol style="list-style-type: none"> 1. Begin to use all the information that you have been acquiring to describe what the past was like 2. Make comparisons between past and present 3. Talk about events from a period of history that you have studied 4. Explain how they know about the past (primary and secondary sources) 	<ol style="list-style-type: none"> 1. Continue to build knowledge and skills by: <ol style="list-style-type: none"> a. Handling and observing artefacts b. Local visit(s) – at least one each year with an historical focus c. Talking to visitors and asking questions (including on Grandparents Day) 2. Make links: Why do you think that person in the past acted that way? Was it easy for them to decide what to do? 	<ol style="list-style-type: none"> 1. Present learning in different ways including: Writing, drama, music, dance and ICT 	<ol style="list-style-type: none"> 1. Changes within living memory 2. Events beyond living memory that are significant nationally or globally 3. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 4. Significant historical events, people and places in their own locality.