



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>Engage in non-fiction books.</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> <p>Compare and contrast characters from stories, including figures from the past.</p>



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	Subject content	Key Vocabulary
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 before, after, then, now, a long time ago, recently 4. Understand a simple timeline. 	<p>Begin developing an awareness of the past, using common words & phrases relating to the passing of time.</p> <ol style="list-style-type: none"> 1. Listen to people from a range of cultures counting events. 2. Hear and read wide-ranging stories set in past times. 3. Remember and talk about a story or character that you have learned about. 	<p>Begin to understand ways we can find out about the past & identify ways in which it is represented.</p> <ol style="list-style-type: none"> 1. Develop a sense of curiosity through: <ul style="list-style-type: none"> • Handling and observing artefacts • Local visit(s) – at least one each year with an historical focus • Talking to visitors e.g. Grandparents 2. Begin to think about what we can learn today from something that happened in the past. 	<p>Teachers will select 3 history topics for the year and plan meaningful learning experiences.</p> <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. 	<p>History Past Present Yesterday Today Tomorrow A long time ago Order Remember Order First/last Young/Younger Child/teenager Parent/Grandparent Old/older Change Before/After King/Queen Famous Object Same/Different British</p>



History

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Year 2	<ol style="list-style-type: none"> Use timelines and where appropriate add to them throughout the year. Children to feel confident in placing an event in an appropriate place on it. Start using vocabulary more specifically e.g.: 100 years ago, later than, before that, before I was born, when my mum was a baby, before anyone can remember. 	<p>Continue developing an awareness of the past, using common words & phrases relating to the passing of time.</p> <ol style="list-style-type: none"> Begin to use all the information that you have been acquiring about a place in the past and describe what it was like Make comparisons between past and present Talk about events from a period of history that you have studied. Explain how they know about the past (Types of Evidence- primary and secondary. Is it oral, visual, written, physical?) 	<p>Understand ways we can find out about the past & identify ways in which it is represented.</p> <ol style="list-style-type: none"> Continue to build knowledge and skills by: <ul style="list-style-type: none"> Handling and observing artefacts Local visit(s) – at least one each year with an historical focus Talking to visitors and asking questions. Make links: Why do you think that person in the past acted that way? Was it easy for them to decide what to do? Suggest what we have learned from an event that happened in the past. 	<p>Teachers will select 3 history topics for the year and plan meaningful learning experiences.</p> <ol style="list-style-type: none"> Changes within living memory Events beyond living memory that are significant nationally or globally. 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 Significant historical events, people, and places in their own locality. 	<p>History</p> <p>Last week/Month/Year</p> <p>X years ago</p> <p>Timeline</p> <p>Memory</p> <p>Remembrance</p> <p>Anniversary</p> <p>Ancient</p> <p>Modern</p> <p>Significant</p> <p>Event</p> <p>Local</p> <p>National</p> <p>Artefact</p> <p>Compare</p>