

Understanding the World - History

Intent

In Early Years we develop a framework to help children understand where they and significant people and events sit in time by:

- Capitalising on children's innate desire to make sense of their own place in history
- Exploring the lives of people who are familiar to them comparing similarities and differences
- Introducing them to well-known historical figures and events both within and beyond living memory
- Cultivating children's curiosity about people and events within and beyond their living memory
- Exploring historical information and artefacts to ask questions and draw conclusions



Implementation

History is valued and promoted through direct teaching and purposeful learning opportunities across different themes throughout the year.

We use planned themes and capitalise on unplanned moments that present themselves to talk about artefacts and significant events to develop a conceptual understanding of the passing of time. These include birthdays, recent events and experiences and well known points in history.

For each theme we have identified the historical knowledge and skills that we will teach ensuring that knowledge and skills are regularly revisited.

We cover the following themes:

This is Me/If you go Down to the Woods Today: through this topic children will understand their family and their own place in history

Black History Month 2021 - The Black Family (whole school): throughout this month, children will learn about a significant person (past or present) and will help children to think about diversity in their community and encourage them to question representations and their own aspirations for the future.

Celebrating festivals throughout the year: children learn about significant people and events in history e.g. Guy Fawkes.

Christmas/toys: through talking about what children have received for Christmas, they will learn about how things have changed over time.

Even though we follow these key experiences, there is flexibility within these plans to allow for spontaneous events and activities and for when we might need to adapt our implementation depending on the children's current needs or interests.

Adults know and understand historical language. They take every opportunity to model historical vocabulary and teach historical skills encouraging children to ask questions, compare similarities and differences and draw conclusions.

Skills 2-3 years Past and present History

- Begin to make sense of their own life-story and family's history
 - Able to say who they are and who they live with
 - Can talk about any pets they may have
 - Can talk about some members of their family

Skills 3-4 years Past and present History

- Make sense of their own life-story and family's history
 - Daily chart/conversations - Day and weather
 - Able to say who they are and who they live with (This is Me)
 - Can talk about any pets they may have (This is Me)
 - Can talk about some members of their

Skills 4-5 years Past and present History

- Comment on images of familiar situations in the past e.g. Christmas in school, photos from Nursery
 - Compare their toys with toys from the past
- Compare and contrast characters from stories, including figures from the past
 - Use books and stories to find

<ul style="list-style-type: none"> ➤ Talk about events that occur during the day ➤ Comments on pictures of experiences in their own life "this was me at the park..." 	<p>family (This is Me)</p> <ul style="list-style-type: none"> ➤ Order/Sequence 3 events that occur during the school day ➤ Sequence family members by age (baby, child, adult) or sequence 3/4 events in the lifecycle of a girl or boy ➤ Celebrate bonfire night and talk about Guy Fawkes ➤ Talk about why we have Remembrance Day/Poppies (through the artist Georgia O'Keeffe) ➤ Comments on pictures of experiences in their own life "this was me at the farm..." ➤ Talk about toys they had for Christmas and explore toys from the past ➤ Talk about why Christians celebrate Christmas (Jesus) 	<p>out/identify information</p> <ul style="list-style-type: none"> ➤ Know about significant individuals e.g. The Queen.
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Impact

By the end of Foundation Stage children will be able to:

- Talk about themselves in a historical sense e.g. this year I am 4, next year I will be 5, last year I was 3
- Sequence events in the right order
- Talk about significant historical people and events
- Recall historical facts
- Use information in books to talk about life in the past
- Compare similarities and differences
- Use comparative language of the past, present and future
- Talk about the roles people have in society
- Use time vocabulary
- Ask questions to find out more
- Draw conclusions about what they have found out

Early Learning Goals

Past and Present

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;

Links to Key Stage One National Curriculum

Children should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life;
- events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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 [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell];
- significant historical events, people and places in their own locality.