

## History (Understanding of the world)



### Intent

Children will explore crucial early historical skills through learning about how they grow and change as individuals, They will develop an understanding of the past through stories and significant events and begin to recognise differences between past and present.

<p><b>Aspiration</b></p> <p>Invite a great / grandparent in to talk about their life as a child.</p>	<p><b>Partnership with parents</b></p> <p>Parents to provide photographs of their children as babies and of themselves now and as a child.</p> <p>They will be invited to take part in fossil making / hunt (Nursery) and invited in to learn about the first women in space (Valentina Tereshkova) and build space robots.</p>	<p><b>Inspiration / cultural enrichment</b></p> <p>Children will explore artefacts from the past and identify significant events, individuals and changes through stories, books, photographs, video clips, art.</p>
<p><b>The big picture</b></p> <p>In preparation for the programmes of study to follow in key stage 1, children will learn vocabulary related to the passing of time. They begin to develop an understanding of past, present and future. This will be done by developing their sense of change over time (eg how they have changed since they were a baby) However, also through stories and the study of significant events and people they will begin to understand how we find out about the past and how the world was different. They begin to recognise the difference between past and present.</p>	<p><b>Development Matters Links</b></p> <p><b>3/4</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history</li> <li>Continue to develop positive attitudes about the differences between people.</li> </ul> <p><b>Reception / ELG</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b>N C Links</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>✦ 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]</li> <li>✦ 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</li> <li>✦ significant historical events, people and places in their own locality.</li> </ul>
<p><b>Topic Specific Vocabulary</b></p> <p>Family relational names (sister, grandparents, aunty etc), baby, change, develop, grow, infant, then, now, time, old, new, today, yesterday, last week, year, day, tomorrow,</p>	<p><b>Knowledge / skills</b></p> <p>To be able talk about themselves and members of their family and how they have grown and changed.</p> <p>To look at homes, clothing and transport in the past and compare them to now.</p> <p>To talk about what is the same and different about a period of time in the past and now.</p>	<p><b>Endpoints</b></p> <p><b>Children will:</b></p> <p>Begin to understand the concept of time; past, present and future.</p> <p>Know that they can do many more things than they could as a baby.</p> <p>Know that the world has changed over millions of years.</p> <p>Understand that some things stay they same and many things change (when comparing to the past)</p> <p>Know how we find out about the past and that some people/events are important for us to know about.</p>
<p><b>Indoor Environment / Continuous Provision</b></p> <p>Children will have access to role play areas; home corner, fairy tale castle and historic costumes. They will be encouraged to talk about themselves 'now and then' and complete sequencing activities. There will be books and photographs of transport/clothes/homes in the past.</p>	<p><b>Outdoor Environment / Continuous Provision</b></p> <p>Children will be encouraged to take their learning outdoors and identify/discuss changes over time to the natural world.</p>	