

History

<p>What does History look like in Nursery?</p>	<p><u>Communication and language</u> Enjoy listening to longer stories and can remember much of what happens.</p> <p><u>Understanding the World</u> Begin to make sense of their own life-story and family's history. Show interest in different occupations.</p>	<p><u>Characteristic which may support future learning in History</u> <u>Playing and Exploring</u> Respond to new experiences that you bring to their attention.</p>		
<p>What does History look like in Reception?</p>	<p><u>Communication and language</u> Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books.</p> <p><u>Personal, Social and Emotional Development</u> Think about the perspectives of others.</p> <p><u>Mathematics</u> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p><u>Understanding the World</u> Name and describe people who are familiar to them Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past</p>	<p><u>Active Learning</u> Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</p>		
	<p>Year 1 Knowledge</p>	<p>Year 1 Vocabulary</p>	<p>Year 2 Knowledge</p>	<p>Year 2 Vocabulary</p>
	<p><u>Chronological Understanding</u> Understand the difference between things that happened in the past and the present.</p> <ul style="list-style-type: none"> Describe things that happened to themselves and other people in the past. Order a set of events or objects in order of age or time. Use a timeline to place important events. Use common words and phrases to describe the passing of time. <p><u>Knowledge and Understanding of Events</u></p> <ul style="list-style-type: none"> Identify objects from the past Begin to identify differences between items from the past and similar items now 	<p>history, historian, evidence, artefact, museum, sequence, timeline, old, new, before, after, now, yesterday, last week, last year, before I was born, when I was born, when I was a baby, when I was younger, when my parents/carers/grandparents were young, a long time ago, a very long time ago, past, present</p>	<p><u>Chronological Understanding</u> Understand and accurately use the words past, present, then, now, before and after when telling others about an event.</p> <ul style="list-style-type: none"> Recount changes in their own life over time. Understand how to sequence people, events and objects in order of when they happened and give reasons for the order. Use a timeline to place important events <p><u>Knowledge and Understanding of Events</u> Discuss and understand the significance and meaning of recurring historical events/celebrations</p> <ul style="list-style-type: none"> Appreciate that some famous people have made our lives better today 	<p>Chronological, source, artefact, event, account, recount, diary, youngest, oldest, younger, older, next, then began, recently, in ..., during, scale, timeline, decade, modern</p>

	<ul style="list-style-type: none"> • Give examples of how their childhood differs from the childhood of their grandparents • Recount interesting facts about a historical event (e.g. how the Great Fire of London started) • Compare and contrast their locality now and in the past 		<ul style="list-style-type: none"> • Recognise that we celebrate certain events (e.g. bonfire night) because of what happened many years ago. • Learn about the life of someone famous in Britain. • Explain why Britain has a special history by naming some famous events and people 	
	<u>Historical Enquiry and Interpretation</u> <ul style="list-style-type: none"> • Look at books, videos, photographs, pictures and artefacts to find out about the past. • Ask and answer questions using an artefact or photograph provided. • Give a plausible explanation about what an object was used for in the past. • Find out more about a famous 		<u>Historical Enquiry and Interpretation</u> <p>Ask and answer questions using a wider range of sources including people, photographs, nonfiction books and the internet.</p> <ul style="list-style-type: none"> • Identify the different ways in which the past is represented and how we learn about the past. 	
Year 1 & 2 Skills	<u>Chronology</u> For instance: Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time Show where places, people and events fit into a broad chronological framework Begin to use dates	<u>Historical Terms</u> For instance: Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries	<u>Historical Enquiry</u> For instance: Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites Choose and use parts of stories and other sources to show understanding of events Communicate understanding of the past in a variety of ways	<u>Interpreting History</u> For instance Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays
	<u>Continuity and Change</u> For instance Discuss change and continuity in an aspect of life, e.g. holidays	<u>Causes and Consequences</u> For instance: Recognise why people did things Recognise why some events happened Recognise what happened as a result of people's actions or events	<u>Similarities and Differences</u> For instance: Identify similarities and differences between ways of life in different periods, including their own lives	<u>Significance</u> For instance: Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why