

# History

<p>Intent-</p> <p>To inspire pupil's curiosity to know more about the past. To equip children to ask questions about the past and <b>communicate</b> their understanding.</p> <p>To understand things change over time.</p> <p>To develop an understanding of the connections of people lives and the <b>diversity</b> of our world</p>
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Concept	Foundation Stage	Year One	Year Two
<b>Chronology</b>	<p><b>3-4 years</b>  <b>Reception</b>  <b>Early Learning Goals</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to make sense of their own life-story and family's history</b></li> <li>• <b>Talk about members of their immediate family and community.</b></li> <li>• <b>Comment on images of familiar situations in the past.</b></li> <li>• <b>Compare and contrast characters from stories, including figures from the past.</b></li> </ul>	<p>To know the similarities and differences between their lives and the lives of people in the past.</p> <p>To know where events fit in a chronological timeline.</p> <p>To know some key events from living memory- (present day to 1940')</p> <p>To know some significant people in the past who have contributed to national achievement.</p> <p>To find out about a significant historical person in our location.</p>	<p>To know the similarities and differences between their lives and the lives of people in the past.</p> <p>To know where events fit in a chronological timeline.</p> <p>To know some key events beyond living memory- that are significant either nationally or globally</p> <p>To find out about a significant historical event in our location.</p>
<b>Process of change</b> (Cause and consequences, how people have shaped our nation)	<ul style="list-style-type: none"> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></li> <li>• </li> </ul>	<p>To know how these events changed national life.</p>	<p>To know how these events changed lives.</p>
<b>Relationships</b> (make connections, draw contrasts)	<ul style="list-style-type: none"> <li>• <b>Name and describe people who are familiar to them.</b></li> <li>• <b>Talk about the lives of the people around them and their roles in society.</b></li> </ul>	<p>To compare their lives with others within living memory.</p> <p>To begin to understand the differences.</p>	<p>To compare their lives with others beyond living memory.</p> <p>To begin to understand the differences.</p>
<b>Historical enquiry</b> (what historical evidence is, how it is used, experiencing different arguments/viewpoints, ask questions)	<ul style="list-style-type: none"> <li>• <b>Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></li> </ul>	<p>To know different sources of evidence.</p> <p>To ask questions</p> <p>To use historical sources to understand events in the past.</p>	<p>To know different sources of evidence.</p> <p>To ask questions</p> <p>To reference historical sources when recounting historical events.</p> <p>To find out facts.</p> <p>To learn concepts.</p> <p>To compare information and ideas.</p>
<b>Vocabulary</b>	Time, past, change, present, future, history	<i>Words relating to the passage of time</i>	<i>Words relating to the passage of time</i>

		<i>Wide vocab of historical terms</i> Timeline, sources, artefacts, evidence, research, document	<i>Wide vocab of historical terms</i> Timeline, sources, artefacts, evidence, research, document
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