



EARLY YEARS UNDERSTANDING THE WORLD: HISTORY INTENT

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

- Making the most of children's 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.
- Promoting children's curiosity about people and events within and beyond their living memory.
- Exploring historical information and artefacts to ask questions and draw conclusions.

Knowledge

Passing of Time

I know...

- Time is measured in units.
- Time has a pattern (days of the week, months of the year)
- About annual events (birthday, Christmas)
- How time and events can be sequenced in chronological order from earliest to latest.
- Things were different in the past.
- The vocabulary that describes time

Historical Figures and Events

I know...

- How to use information to find out about events and people in the past.
- About significant events and people in the past.
- Historical events and people have a significant place in our history.

Sense of Identity

I know...

- My place in history.
- There is a past before I was born.
- Things were different in the past to how they are now.
- About significant events in my life.

Skills

I am learning to...

- Compare similarities and differences.
- Record findings.
- Examine evidence and draw conclusions.
- Remember.
- Observe.
- Explore.
- Ask questions.
- Enquire.
- Explain.
- Describe.
- Sequence.
- Use historical vocabulary.

IMPLEMENTATION

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

We use planned themes and make the most of 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:

- Me, myself and I and New Life- through these topics children will understand their own place in history. They will recognise significant people within our families and focus on point in our own histories- such as when we were babies, when we were toddlers, when we started pre-school compared to when we started school. We will also be looking at the history of where we live and what Bishops Itchington was like in the past.
- Festivals: through this topic children will learn about significant people and events in history e.g Guy Fawkes and the World Worlds linked to Remembrance Day celebrations.

- Our World- We will be focusing on space and history of space travel, along with significant people. We will also be looking at prehistoric times and exploring Dinosaurs. Through this topic children will learn about significant events in a prehistoric age.

Within the provision a timeline is developed as children find out about and plot significant points in their own history and wider historical events.

This visually exemplifies the passing of time, the sequencing of events and their own place in history. Children are encouraged to share historical artefacts and events from the past. 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.

IMPACT

By the end of Foundation Stage I can...

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