

Curriculum Intent and Implementation in Foundation Stage

**Understanding the World – History**

Intent	Foundation Stage	Year 1/2
	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Can identify their families routines/ traditions, e.g. we always go to MacDonalld's when we visit my aunt.</li> <li>• Talks about recent past and present events in their lives and their families.</li>   <li>• <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> <li>• <i>They know about similarities between themselves and others, and among families, communities and traditions.</i></li> <li>• <i>They know about the differences between themselves and others, and among families, communities and traditions.</i></li>   <li>• <b>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</b></li> </ul>	<p>Pupils should be taught about:</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</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> </ul>
Suggested focus enquiries		<p>For instance:</p> <ul style="list-style-type: none"> <li>• I'm making History</li> <li>• History on my doorstep – where shall we go?</li> <li>• Who / what made my corner of the world special long ago?</li> </ul>
Chronology	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> <li>• Can identify their families routines/ traditions, e.g. we always go to MacDonalld's when we visit my aunt.</li> <li>• Talks about recent past and present events in their lives and their families.</li>   <li>• <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> <li>• <i>They know about similarities between themselves and others, and among families, communities and traditions.</i></li> <li>• <i>They know about the differences between themselves and others, and among families, communities and traditions.</i></li>   <li>• <b>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past.</b></li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>• Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Show where places, people and events fit into a broad chronological framework</li> <li>• Begin to use dates</li> </ul>
Historical terms	<ul style="list-style-type: none"> <li>• Orders and sequences familiar events.</li> <li>• <i>Children use everyday language to talk about time to compare quantities and objects and to solve problems.</i></li> <li>• <b>Children compare and order objects and talk about time.</b></li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>• Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my . . . were younger, years, decades, centuries</li> </ul>

Implementation

- UTW inputs
- Are there yet Cornerstones topic – Holidays the children have been on, visits to family in home country, memories of moving to this country
- Spiritual Journal/picture news sessions
- Discussions during story sessions related to children's experiences
- Enhanced resources
- Harvest Festival, Diwali, Guy Fawkes, Bonfire night, Remembrance Day,
- Anti-Racism, Anti-bullying week, Children in Need
- RE discussions – Who is special and why? What makes a good friend?

Intent	Foundation Stage	Year 1/2
Causes and consequences	<ul style="list-style-type: none"> <li>• Talks about recent past and present events in their lives and their families.</li> <li>• <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> <li>• <i>They know about similarities between themselves and others, and among families, communities and traditions.</i></li> <li>• <i>They know about the differences between themselves and others, and among families, communities and traditions.</i></li> <li>• <b>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</b></li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>• Recognise why people did things</li> <li>Recognise why some events happened</li> <li>• Recognise what happened as a result of people's actions or events</li> </ul>
Similarities and differences	<ul style="list-style-type: none"> <li>• Talks about recent past and present events in their lives and their families.</li> <li>• <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> <li>• <i>They know about similarities between themselves and others, and among families, communities and traditions.</i></li> <li>• <i>They know about the differences between themselves and others, and among families, communities and traditions.</i></li> <li>• <b>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</b></li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>• Identify similarities and differences between ways of life in different periods, including their own lives</li> </ul>
Significance	<ul style="list-style-type: none"> <li>• Talks about recent past and present events in their lives and their families.</li> <li>• <i>Children talk about past and present events in their own lives and in the lives of family members.</i></li> <li>• <i>They know about similarities between themselves and others, and among families, communities and traditions.</i></li> <li>• <i>They know about the differences between themselves and others, and among families, communities and traditions.</i></li> <li>• <b>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</b></li> </ul>	<p>For instance:</p> <ul style="list-style-type: none"> <li>• Recognise and make simple observations about who was important in an historical event/account,</li> <li>• e.g. talk about important places and who was important and why</li> </ul>

## Implementation

- UTW inputs
- Are there yet Cornerstones topic – Holidays the children have been on, visits to family in home country, memories of moving to this country
- Spiritual Journal/picture news sessions
- Discussions during story sessions related to children's experiences
- RE discussions/SCARF sessions during snack
- Enhanced resources
- Bible stories – Zacchaeus, The loaves and the Fishes,
- Anti-Racism, Anti-bullying week, Children in Need
- RE discussions – Who is special and why? What makes a good friend?
- Remembrance Day