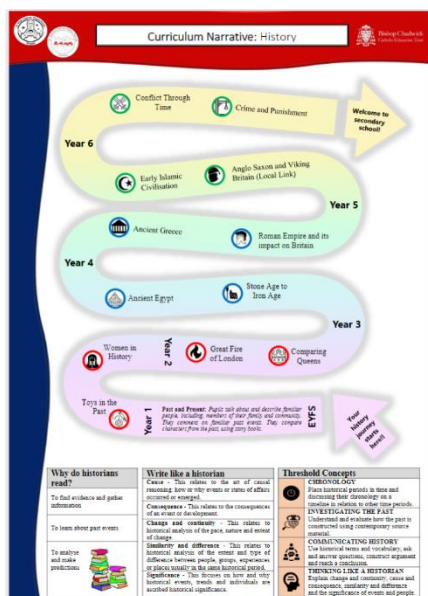




History

Curriculum continuity - EYFS to Year 1



A team of Primary Subject Leads and Secondary Heads of Department within BCET have worked together to produce some high quality units, following the threshold concepts, an example of which can be seen below.

An effective history curriculum must cover all 4 of these concepts and within any one lesson at least 3 of these concepts should be covered.

Writers have worked to identify sufficient breadth of content and ensure that pupils learn this in sufficient depth. By using the materials, teachers are able to break down the content they wish pupils to learn into component parts, which have been selected to take into account, what pupils need based on their prior knowledge and experiences.

The units are written for year 1 pupils up to year 6, and this document captures the progression from EYFS into year 1.



Year 1: Historical Skills

Chronology	Investigating the Past	Communicating History	Thinking like a Historian
<p>Sequence where different artefacts fit chronologically.</p> <p>Understand how and why materials such as toys have changed over time.</p> <p>Know when the Victorian period was.</p> <p>Know where significant figures fit chronologically.</p> <p>Sequence the narrative of their lives and be able to identify key events.</p>	<p>Develop an understanding of changes within living memory.</p> <p>Explore and compare physical and pictorial representations of artefacts through time.</p> <p>Explain and give their own reasons certain individuals are significant and are remembered today.</p> <p>Using key vocabulary to describe, explain, summarise and compare.</p>	<p>Describe different artefacts from history.</p> <p>Explain how and why they have changed over time.</p> <p>Ask and answer historical questions relating to these changes.</p> <p>Explain why some artefacts have lasted better than others.</p> <p>Develop an understanding of the achievements of significant individuals and how these have impacted Britain/the wider world today.</p>	<p>Sequence artefacts on a timeline to show their development.</p> <p>Compare artefacts from the past and present.</p> <p>Make connections between developments in science/technology and changes in artefacts.</p> <p>Making a judgement on which artefacts fit into which time period and why.</p> <p>Cause and consequence i.e. how Florence Nightingale changed conditions in hospitals and how these changes have lasted today.</p> <p>Make a judgement on which individual was the most influential.</p>

The 4 threshold concepts



How does the Early Year's framework fit within the 4 threshold concepts?

<i>Chronology</i>	<i>Investigating the Past</i>	<i>Communicating History</i>	<i>Thinking like a Historian</i>
Understanding the World: ELG People, Culture and Communities			
Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	Shows interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. Shows interest in different occupations and ways of life.	Children talk about past and present events in their own lives and in the lives of family members.	Knows some of the things that make them unique , and can talk about some of the similarities and differences in relation to friends or family.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Statutory framework for the Early Years Foundation Stage
September 2021

