



**Understanding the World – People and Communities  
& History Learning Journey (Intent)**

<b>EYFS</b>	<b>Understanding the World – People and Communities</b>
	<i>A Unique Child: observing what a child is learning</i>
<b>Emerging (30 – 50 months)</b>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>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.</li> </ul>
<b>Emerging (40 – 60 months)</b>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>
<b>Expected (Early learning Goal)</b>	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members.</li> <li>They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>

<b>KS1 National Curric (Stat Req's / strands)</b>	<b>Historical chronology</b> <i>A coherent narrative, knowledge and understanding of Britain's past and the wider world from the earliest times to the present day, how people's lives have shaped this nation, how Britain has influenced/ been influenced by the wider world.</i>	<b>Historical concepts</b> <i>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. To understand historical concepts such as cause &amp; consequence, continuity &amp; change, similarity, difference and significance &amp; use to make connections, draw contrasts, and analyse trends.</i>	<b>Historical interpretation</b> <i>To think critically, weigh evidence, sift arguments, and develop perspective and judgement. To discern how and why contrasting arguments and interpretations of the past have been constructed To understand connections between local, regional, national and international history, between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</i>	<b>Historical enquiry</b> <i>To inspire pupils' curiosity to know more about the past and ask perceptive questions. To frame historically-valid questions To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</i>	<b>Historical communication</b> <i>To create their own structured accounts, including written narratives and analyses. To use appropriate historical words and phrases relating to the passing of time. To gain and deploy a historically grounded understanding of abstract terms</i>
<b>Year 1 – Emerging knowledge, skills and concepts</b>	<p>I know where the people and events I have studied fit on a basic timeline <u>within living memory</u>.</p> <p>I can tell you a few similarities and differences between ways of life at different times.</p> <p>I can name a few people in the past who have contributed to national and international achievements.</p> <p>I can put a few objects/ events in order</p>	<p>I can identify similarities and differences between 2 different times.</p> <p>I can tell you about some of the people or events from my work</p> <p>I can give the cause of an event and with support, give a reason why people in the past acted as they did.</p> <p>I am starting to reflect on the significance of what I have learnt about the past.</p>	<p>I am developing an awareness of the past and can comment on what or how I found things out.</p> <p>I can name some of the ways in which we find out about the past.</p> <p>I can tell you a few ways of how the past has been presented or described.</p> <p>I am starting to raise appropriate questions about the past.</p> <p>I can present my findings in different ways</p>	<p>I can handle artefacts appropriately and ask questions</p> <p>I think how I might find out answers</p> <p>I am developing skills to study history by, questioning and investigating</p> <p>I can choose &amp; use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p>	<p>I use common words &amp; phrases relating to passing of time (see vocabulary index)</p> <p>I can tell you simply about a time before I was born (demonstrating an understanding of 'the past'. I can simply compare aspects of life in different times linked to known people in different ways using everyday historical terms. I can recount stories and I can start to explain why I think some people and events were important.</p>
<b>Year 2 – Expected by the end of KS1</b>	<p>I know where the people and events I have studied fit on a timeline beyond living memory.</p> <p>I can tell you a few similarities and differences between ways of life at different times.</p> <p>I can name a few people in the past who have contributed to national and international achievements.</p> <p>I can put a objects/ events in order and create my own timeline</p>	<p>I can identify similarities and differences between different times.</p> <p>I can tell you about some of the people or events from my work</p> <p>I can give more than one cause of an event and give a reason why people in the past acted as they did.</p> <p>I am able to reflect on the significance of what I have learnt about the past.</p>	<p>I have developed an awareness of the past and can comment on what or how I might find things out.</p> <p>I can name and understand some of the ways in which we find out about the past.</p> <p>I can tell you a few ways how the past has been presented or described.</p> <p>I understand the importance of basing my ideas on evidence</p> <p>I am developing the skills of presenting an idea and raising questions about the past.</p>	<p>I can analyse artefacts</p> <p>I ask questions.</p> <p>I think how I might find out answers</p> <p>I am developing skills to study history by hypothesising, question-ing and investigating</p> <p>I can choose &amp; use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.</p>	<p>I use common words &amp; phrases relating to passing of time (see vocabulary index)</p> <p>I can tell you about a time before I was born and can compare aspects of life in different periods linked to significant people or people I know in different ways using everyday historical terms.</p> <p>I can recount stories accurately and explain why some people and events were important.</p>
<b>NC Attainment Targets</b>	<p><b>KS1 Pupils should:</b></p> <ul style="list-style-type: none"> <li>develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>They should use a wide vocabulary of everyday historical terms.</li> <li>They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>				

## Implementation

- Lesson plans
- room set up
- supporting displays
- assessment examples/outline
- visitors/visits
- subject leaders
- vision/values links

etc

## Impact

- Broken down by strand
- EYF – KS1
- Plan exemplification ish?
- Childrens work/
- Childrens voice
- Parent voice
- Summative assessments