



## History / Understanding the World Framework EYFS to Year 2 (Intent)

History	
<p><b>SEND Guidance specific to Science:</b></p> <p>Create opportunities to practice, consolidate, maintain and generalise skills and concepts. Introduce new skills, knowledge and understanding and increase the breadth of the curriculum content. Introduce opportunities to apply skills, knowledge and understanding in new settings and environments. Include more age-appropriate activities and resources and a wider range of people and environments. Increase engagement and participation by providing pupils with a variety of support equipment that provides them with the opportunity to take control of their environment, to increase mobility and to develop and use different ways of communicating. Introduce a range of teaching methods and styles. Provide opportunities for pupils to move away from adult support and towards autonomy in using a new skill.</p>	
<p><b>It is typical in Nursery to...</b></p>	<ul style="list-style-type: none"> <li>• to know their own name and distinguish their own photograph from others', to know how old they are and say what they like/don't like.</li> <li>• talk about the differences between materials, objects, living things and familiar people.</li> <li>• show an interest in different occupations.</li> <li>• to describe some of their own physical features eg hair and skin colour</li> <li>• continue developing positive attitudes about the differences between people.</li> <li>• begin to make sense of their own life-story and family make up eg who is the oldest.</li> </ul>
<p><b>It is typical in Reception to...</b></p>	<ul style="list-style-type: none"> <li>• talk about members of their immediate family and community</li> <li>• name and describe people who are familiar to them.</li> <li>• comment on images of familiar situations in the past.</li> <li>• compare and contrast characters from stories, including figures from the past.</li> </ul>
<p><b>Understanding the World ELG: The Natural World</b></p>	<p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

### History Subject Content

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. 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. They should use a wide vocabulary of everyday historical terms. 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. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

<b>KS1 National Curriculum</b> (Statutory Requirements / strands)				
<b>Year 1</b>	Changes within living memory	Events beyond living memory that are significant nationally or globally	Lives of significant individuals in the past who have contributed to national and international achievements	Significant historical events, people and places in their own locality
<b>Year 2</b>	Changes within living memory	Events beyond living memory that are significant nationally or globally	Lives of significant individuals in the past who have contributed to national and international achievements	Significant historical events, people and places in their own locality



## History Key Vocabulary

Year 1	How am I making History?	How have toys changed?	How have explorers changed the world?	Year 2	How was school different in the past?	How did we learn to fly?	What is a Monarch?
	<ul style="list-style-type: none"> <li>• <u>Celebrate</u></li> <li>• <u>Celebration</u></li> <li>• <u>Change</u></li> <li>• <u>Childhood</u></li> <li>• <u>Different</u></li> <li>• <u>Event</u></li> <li>• <u>Family</u></li> <li>• <u>Future</u></li> <li>• <u>Grandparent</u></li> <li>• <u>Lifetime</u></li> <li>• <u>Living memory</u></li> <li>• <u>Memory</u></li> <li>• <u>Now</u></li> <li>• <u>Present</u></li> <li>• <u>Past</u></li> <li>• <u>Remember</u></li> <li>• <u>Significant</u></li> <li>• <u>Similar</u></li> <li>• <u>Time capsule</u></li> <li>• <u>Timeline</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Artefact</u></li> <li>• <u>Century</u></li> <li>• <u>Decade</u></li> <li>• <u>Different</u></li> <li>• <u>Evidence</u></li> <li>• <u>Historian</u></li> <li>• <u>Living memory</u></li> <li>• <u>Memory</u></li> <li>• <u>Modern</u></li> <li>• <u>Now</u></li> <li>• <u>Past</u></li> <li>• <u>Present</u></li> <li>• <u>Remember</u></li> <li>• <u>Similar</u></li> <li>• <u>Sequence</u></li> <li>• <u>Source</u></li> <li>• <u>Similar</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Achievement</u></li> <li>• <u>Beyond living memory</u></li> <li>• <u>Coat of arms</u></li> <li>• <u>Determination</u></li> <li>• <u>Discovery equipment</u></li> <li>• <u>Event</u></li> <li>• <u>Exploration</u></li> <li>• <u>Explorer</u></li> <li>• <u>Historical significance</u></li> <li>• <u>Living memory</u></li> <li>• <u>North Pole</u></li> <li>• <u>Past</u></li> <li>• <u>Present</u></li> <li>• <u>Qualities</u></li> <li>• <u>Remember</u></li> <li>• <u>Resilience</u></li> <li>• <u>Solo</u></li> <li>• <u>Timeline</u></li> <li>• <u>Transport</u></li> <li>• <u>Voyage</u></li> <li>• <u>Yacht</u></li> </ul>		<ul style="list-style-type: none"> <li>• <u>Past</u></li> <li>• <u>Timeline</u></li> <li>• <u>Date</u></li> <li>• <u>Different</u></li> <li>• <u>Decade</u></li> <li>• <u>Present</u></li> <li>• <u>Important</u></li> <li>• <u>Similar</u></li> <li>• <u>Modern</u></li> <li>• <u>Living memory</u></li> <li>• <u>Evidence</u></li> <li>• <u>Source</u></li> <li>• <u>Beyond living memory</u></li> <li>• <u>Preferred</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Beyond living memory</u></li> <li>• <u>Decade</u></li> <li>• <u>Evidence</u></li> <li>• <u>Eyewitness</u></li> <li>• <u>Flight</u></li> <li>• <u>Historic</u></li> <li>• <u>Historically significant</u></li> <li>• <u>Inventor</u></li> <li>• <u>Living memory</u></li> <li>• <u>Past</u></li> <li>• <u>Present</u></li> <li>• <u>Primary source</u></li> <li>• <u>Source</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Absolute monarchy</u></li> <li>• <u>Anglo-Saxon</u></li> <li>• <u>Anointing</u></li> <li>• <u>Archbishop of Canterbury</u></li> <li>• <u>Armed forces</u></li> <li>• <u>Attack</u></li> <li>• <u>Bailey</u></li> <li>• <u>Battle</u></li> <li>• <u>Battlements</u></li> <li>• <u>Bayeux Tapestry</u></li> <li>• <u>Ceremony</u></li> <li>• <u>Concentric castle</u></li> <li>• <u>Constitutional monarchy</u></li> <li>• <u>Conquer</u></li> <li>• <u>Coronation</u></li> <li>• <u>Crowning</u></li> <li>• <u>Defend</u></li> <li>• <u>Earl</u></li> <li>• <u>Edward the Confessor</u></li> <li>• <u>Fortified manor house</u></li> <li>• <u>Gatehouse</u></li> <li>• <u>Government</u></li> <li>• <u>Harold Godwinson, Earl of Wessex</u></li> <li>• <u>Harold Hardrara</u></li> <li>• <u>Head of State</u></li> <li>• <u>Invade</u></li> <li>• <u>Investing</u></li> <li>• <u>Keep</u></li> <li>• <u>Moat</u></li> <li>• <u>Monarch</u></li> <li>• <u>Motte</u></li> </ul>

							<ul style="list-style-type: none"><li>• <u>Motte-and-Bailey</u></li><li>• <u>Nobility</u></li><li>• <u>Normandy</u></li><li>• <u>Normans</u></li><li>• <u>Oath</u></li><li>• <u>Orb</u></li><li>• <u>Parliament</u></li><li>• <u>Portcullis</u></li><li>• <u>Power</u></li><li>• <u>Procession</u></li><li>• <u>Rule</u></li><li>• <u>Sceptre</u></li><li>• <u>Stone keep</u></li><li>• <u>Tower</u></li><li>• <u>Walls</u></li><li>• <u>William of Normandy</u></li><li>• <u>Witan</u></li></ul>
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## Spiritual, Moral, Social and Cultural Development: History

Pupils at Great Moor Infant School will analyse, engage with and question their own and others work, identify how values and meanings are expressed and shared. Pupils are encouraged to explore the world around them and express their ideas, which is supported by strong research into the wider world around them.

Spiritual Development	Moral Development	Social Development	Cultural Development
<p>Pupils' spiritual development is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.</li> <li>• Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>• Use of imagination and creativity in their learning.</li> <li>• Willingness to reflect on their experiences</li> </ul>	<p>Pupils' moral development is shown by their:</p> <ul style="list-style-type: none"> <li>• Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England</li> <li>• Understanding of the consequences of their behaviour and actions.</li> <li>• Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.</li> </ul>	<p>Pupils' social development is shown by their:</p> <ul style="list-style-type: none"> <li>• Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds.</li> <li>• Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.</li> <li>• Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and</li> </ul>	<p>Pupils' cultural development is shown by their:</p> <ul style="list-style-type: none"> <li>• Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.</li> <li>• Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</li> <li>• Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</li> <li>• Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.</li> <li>• Interest in exploring,</li> </ul>

		attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
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