

## **Netherfield Infant and Nursery**

### **History**

#### **Aims**

- To give the children an awareness of time past
- To develop a sense of chronology
- To develop skills to enable them to gather information from a variety of historical sources
- To give children an awareness that the past affects the present
- To develop an appropriate vocabulary
- To be able to talk about and record what they have discovered

#### **Objectives**

- To use child's personal history as well as progressing beyond their living memory
- To use a variety of artefacts and stories about the past
- To encourage the use of external resources
- To give opportunities for children to sequence events and objects
- To provide opportunities for discussion about the past
- To teach about notable events and characters from the past

## **Scheme of Work**

The skills knowledge and understanding will be taught through a topic approach. Coverage will be ensured by annotating the programme of study as the topic is covered. The curriculum leader will receive medium term planning from teachers and use this to complete a topic review. This will then be used to enable the curriculum leader to identify strengths and areas for development. Attainment and standards will be monitored by the use of end of the EYFSP and end of Key Stage 1 data.

Elements of History in the Foundation Stage are taught through "Knowledge and understanding of the world"

## History Skills Ladder

### Foundation Stage

- Find out about past and present events in their own lives and in those of their families and other people they know.
- Begin to differentiate between past and present.
- Show interest in the lives of people familiar to them.
- Remember and talk about significant things that have happened to them.

### Level 1

- Use different sources of information to find answers to simple questions about the past.
- Recount episodes from stories about the past.
- Show an emerging sense of chronology by placing a few objects/events in order.

### Level 2

- Show an understanding of past events and people outside their own life span. Re-call names of famous people they have studied.
- Place an increased number of objectives/events in chronological order.
- Demonstrate an increasing sense of chronology by using language concerned with the passing of time and recognising their own lives are different from those of the past.

### Level 3

- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Identify some of the different ways in which the past is represented.
- Begin to give a few reasons for, and results of, the main events and changes.
- Show an understanding and knowledge of some of the main events, people and changes studied.
- Show a developing understanding of chronology by realising that the past can be divided into different periods of time, recognising some of the similarities and differences between these periods, and their use of dates and terms.

## **History Resources - March 2009**

### **Staffroom shelves**

A Sense of History Teachers Book  
Tales, Myths & Legends  
LCP planning file  
QCA scheme of work

### **Resource Collections - Storage Boxes Trolley in Hall**

Toys from a long time ago  
Houses & Homes A Long Time Ago  
Coal Mining  
Famous People  
Remembrance Sunday  
Seaside Holidays  
Video set - Famous People with Magic Granddad

### **Big Books**

LCP flip chart  
Queen Elizabeth II  
Vincent Van Gogh  
Guy Fawkes  
The Great Fire of London  
Florence Nightingale  
At The Seaside  
School - History from Photographs

### **Library Collections**

A good collection of books in the library for famous people, how we used to live in the past, homes, toys etc.

