



## The Hive – Knowledge and Understanding of the World - History Teaching Focus for each Phase

EYFS & Lower Phase (B&G)	Middle Phase (P&O)	Upper Phase (Y&R)
<p>In the lower phase, children will explore their own lives and the lives of people around them, learning about past and present through familiar experiences such as family history, celebrations and school life. They will begin to develop early historical skills by talking about changes over time, using simple vocabulary like today and yesterday and asking and answering questions about people and events.</p> <p><b>The following learning questions will be posed in this phase:</b></p> <ul style="list-style-type: none"> <li>• <i>Who is in my family?</i></li> <li>• <i>Who helps us in our community?</i></li> <li>• <i>Why do we have Bonfire night?</i></li> <li>• <i>What can we find out about a famous astronaut, e.g. Neil Armstrong?</i></li> <li>• <i>What is a ‘Cobbler’ and why are they important to Northampton?</i></li> </ul> <p><b>Communication</b> – using a child’s preferred method of communication, they will develop their receptive and expressive language sorting, matching, understanding and using language such as <i>today, yesterday, tomorrow, first, last</i>. Children will be able to say or use key language such as <i>astronaut</i> and <i>cobbler</i>. For some children this could be heavily supported and scaffolded by adults at this stage.</p> <p><b>Independence</b> – developing awe and wonder and beginning to form likes and dislikes personal to them. Identifying some simple similarities and differences with regards to the present and the past. Making independent choices.</p> <p><b>Inclusion</b> – Using their own lives and history and those of their peers’, children will create a sense of belonging and inclusion. Children will contribute to lesson discussions using their preferred method of communication and may take part in field trips with their peers.</p> <p><b>Success</b> – Children will be able to sort, match and/or use new language and resources linked to our historical learning. Children</p>	<p>In the middle phase, children will build on learning from the lower phase and explore significant people, events and everyday life from the past. They will be making simple links between different periods and their own experiences. Children will develop their history skills by sequencing events, identifying similarities and differences, using a wider range of sources such as photographs, stories and objects to find out about the past. This may be heavily supported at this phase.</p> <p><b>The following learning questions will be posed in this phase:</b></p> <ul style="list-style-type: none"> <li>• <i>What is a round house and who might have lived in one?</i></li> <li>• <i>Why do we have Remembrance Day?</i></li> <li>• <i>Who was Mother to King Charles III?</i></li> <li>• <i>Why was Boudicca so important in Britain during Roman times?</i></li> <li>• <i>What can I find out about Northampton’s past?</i></li> </ul> <p><b>Communication</b> – using a child’s preferred method of communication, they will continue to develop their receptive and expressive language sorting, matching, understanding and using language from the lower phase and moving on to develop language such as <i>long ago, before, after, past and present</i>. Children will be able to say/use key language such as <i>round house, king, queen, Roman and Boudicca</i>, with varying adult support/prompts.</p> <p><b>Independence</b> – children will develop their understanding of chronology and, with some support, say/show when things happened on a timeline. Develop their understanding of things happening in a sequence. Continue to identify and discuss similarities and differences with regards to the present and the past. Making independent choices.</p> <p><b>Inclusion</b> – using their own lives and history and those of their peers’, children will deepen their sense of belonging and inclusion. Children will contribute to lesson discussions using their preferred method of communication and may take part in field trips with their peers.</p>	<p>In the upper phase, children will build on learning from the previous phases and continue to explore events and individuals who have shaped local, national or world history. With support, they will build more secure historical skills by using evidence to answer questions and begin to form simple historical interpretations, using appropriate subject vocabulary. Children will develop some independence in using a range of sources.</p> <p><b>The following learning questions will be posed in this phase:</b></p> <ul style="list-style-type: none"> <li>• <i>How has transport changed over time in Britain? Looking at and comparing trains.</i></li> <li>• <i>What toys did children play with in the past?</i></li> <li>• <i>Why was Walter Tull so important?</i></li> <li>• <i>What was the Space Race?</i></li> <li>• <i>What did Mary Seacole and Edith Cavell do?</i></li> </ul> <p><b>Communication</b> – using a child’s preferred method of communication, they will deepen their receptive and expressive language sorting, matching, understanding and using language such as <i>past, present, future, first, last, then and next</i>. Children will be able to say/use key language such as <i>transport, space race</i> and the <i>names of historical figures</i>. With some support, they will use/understand language linked to sources such as <i>story, picture, old, new, evidence, find out and look at</i>.</p> <p><b>Independence</b> – children will develop their understanding of chronology and, with decreasing support, say/show when things happened on a timeline. They will be able to sequences some events. Children will continue to identify and discuss similarities and differences with regards to the present and the past, using some key language such as <i>different, same, similar, change, compare and contrast</i>. They will begin to us a range of sources, such as photos and objects with some independence.</p> <p><b>Inclusion</b> – Recalling and building upon the learning from previous phases, children will share with their peers their learning in history and be able to ask and answer simple questions</p>

<p>will say something they have liked/disliked and learnt in lessons and/or on field trips. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p><b>Success</b> – Children will be able to sort, match and/or use new language and resources linked to our historical learning. They will use a wider range of historical language, building on the previous phase. Children will say something they have liked/disliked and learnt in lessons and/or on field trips. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>	<p>of each other, using their preferred method of communication. They will be able to recount any field trips they take part in with their peers.</p> <p><b>Success</b> – Children will be able to sort, match and/or use new language and resources linked to our historical learning. They will use a wider range of historical language, building on the previous phase. Children will say something they have liked/disliked and learnt in lessons and/or on field trips and identify some areas/things they would like to know more about. Celebration of success will be via Class Dojo, The Brilliance Board and celebration assemblies as well as daily recognition by adults and peers.</p>
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