**Understanding the World – Past and Present (History)**

**Nursery (3- and 4-year-olds)**

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| **Pupils will be taught to:** | **Stage 1** | **Stage 2** | **Stage 3** |
| **Make sense of their own life-story and family’s history.** | **How have I changed since I was baby?**  \* Invite the children to show a photo of themselves when they were a baby and compare with how they look now. Make a display of the ‘then and now’ photographs for the children to refer to.  \* Present the children with some baby toys and equipment and some toys and equipment that they use at present in nursery. Talk to them about how their skills and needs have changed as they have grown older.  \*Invite a member of staff or a parent who has a new baby to bring the baby to visit the children. Talk about the differences and similarities between babies, children and adults.  \* Hold a ‘Grandparents Day’ event (October) – invite grandparents to school and ask them to bring a photo of themselves when they were a child/young person. | **My Family and Me**  \* Invite the children to bring photographs from home of themselves and their family and photographs from personal events such as holidays, Christmas, weddings etc.to make a ‘family album’. Encourage the children to remember and talk about what their family said about these events and annotate their family album. | **Birthdays**  **\*** Hold a birthday party for teddy who is turning 4. Talk about birthdays and invite the children to share their memories of their own birthday, for example, what presents they got, and if they had a party. Talk about what age the children are now and what age they will be on their next birthday.  \* Display a simple timeline in the classroom to show when the children’s birthdays are throughout the year. Use the display to encourage the children to say whose birthday will be next. |
| At the beginning of each session, use the calendar in the classroom to talk about what day it is, what day was yesterday and what day tomorrow will be. Refer to the visual timetable so children understand the routine and sequence of events each session. | | |

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| **Curriculum Intent:**  The pupils will:   * To begin to make sense of their own life-story and family’s history. | |
| **Skills:**  \* Begin to be able to sequence  \* Begin to make simple comparisons | **Continuous provision:**  \* Sequencing activities such as picture cards and jigsaws.  \* Fiction/non-fiction books to support further understanding of a theme  \* Stories, poems and non-fiction texts featuring historical characters  \* Class books, photo albums and displays  \* Role play, small world and story-telling resources  \* Calendar and visual timetable |
| **Knowledge:**  \* Understand that there is a sequence to events  \* That people change over time | **Key Vocabulary:**  Now, next, before, after, baby, child, yesterday, today, tomorrow |