

HISTORY	
PERFORMANCE INDICATORS	RANGE, CONTENT AND CURRICULUM OPPORTUNITIES.
<p><b>P1- P3</b> Refer to Sensory Curriculum</p> <p><b>P4-P8</b></p> <ul style="list-style-type: none"> <li>• Experience daily and weekly timetables</li> <li>• Link passage of time with a variety of indicators eg. Weekend activities, seasonal changes.</li> <li>• Identify and recognise photos of themselves and family members</li> <li>• Begin to communicate about activities and events in the past - baby toys they played with as a baby</li> <li>• Use symbols, signing and language to share news from home school diaries</li> <li>• Listens to and responds to stories about their own past.</li> <li>• Recognise some obvious distinctions between past and present in their own lives.</li> <li>• Identify old artefacts, clothes, toys etc</li> <li>• Sort objects by a given criteria eg old and new toys</li> <li>• Talk about past and present events in their own lives and those of other people</li> <li>• Communicate their understanding about the passage of time, their recent past and sequences in their own lives</li> <li>• Recall and chronologically sequence events from their recent past</li> <li>• Experience sequencing linked to days of the week, now/then, today/yesterday.</li> </ul>	<p>History will be delivered in a variety of ways, for example: through knowledge and understanding the world lessons, school assemblies, visits, visitors to school, stories, poems, songs, nursery rhymes. Cross curricular links and activities, Play based experiences, Outdoor activities and Creative activities</p> <ul style="list-style-type: none"> <li>• Reading, signing and symbols linked to recent events and events from the past</li> <li>• Tell stories about different times, the recent past, grandparents??</li> <li>• Provide books and information books about historical events and people Use symbols for a daily timetable that pupils have access to</li> <li>• Wow days and special events, linked to cornerstones curriculum</li> <li>• Provide treasure baskets for exploration and heuristic play.</li> <li>• Provide opportunities in the learning environments for drawing, writing, making a model or taking a photograph.</li> <li>• Take part in educational visits, make photo stories of the visits and talk about what we have seen.</li> <li>• Visits to museums, Art Galleries, local areas of historical interest</li> <li>• Sensory drama activities, linked to the past</li> <li>• Visiting theatre groups providing historical shows or interactive events</li> <li>• Participation in productions, assemblies, e.g. "Through the Ages"</li> <li>• Art activities linked to historical events</li> <li>• Dance activities based on historical dances</li> </ul>

- Recount episodes from their own past
  - Recount some details from a historical event with prompts.
  - Answer simple questions about historical stories.
  - Show an emerging sense of chronology by placing events and objects in order.
  - Explore historical material independently
  - Recognise that they have changed over time
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- Recognise and use sources to explore the past and present, visits, books, internet, people, videos etc
  - Find answers to simple questions about the past using simple sources of information
  - Know and recount episodes from stories about the past.
  - Develop understanding of how people and things have changed, significant people and events in GB history

### Understanding of the world – History Appendix

The History curriculum has been written with reference to the following documents:

NC KS1

NC KS2

NC KS3