



Subject- History



Threshold Concepts and Milestones

Threshold Concept	Foundation Stage 1	Content
<p>Investigate and interpret the past</p> <p>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<p>Develop an understanding of their own history that is:- They were once a baby, toddler and now a young child.</p>	<p>We start with the present- 'All About Me 'Who am I? Help children learn about themselves as they develop a sense of belonging in the class. What is my name? Where is my peg? Where is my name tag? Who is my teacher? Who is my friend? Where is my space?</p> <p>Children to learn about themselves, being able to find their photo and share with others as part of a small group to help them settle and belong in the classroom. Children to tell their name to teddy and their friends as they look at their picture. Then, children to paint a self-portrait of themselves. Children to look at themselves in the mirror and discuss what they look like and what they already know about themselves. Use portraits for a classroom display.</p> <p>Home links: Ask their grownups to bring photos of children from when they were babies to show how much they have grown and changed over a period.</p> <p>In the classroom share photos of children and demonstrate a time line using their photos, baby, toddler, young child like them. Make other time lines using other props such as clothes, toys and food.</p> <p>Make a puzzle of ourselves by printing a photo of each child on to card and cutting it in to make a puzzle.</p>

		<p>Exploring the past:- What did I play with, when I was little, a baby or a toddler? Alternatively, What did I eat, when I was little, a baby or a toddler? On the other hand, What did I wear, when I was little, a baby or a toddler?</p> <p>Discuss the difference between baby's and young children's toys food and clothes. Discuss how children need help from grownups when they are babies and how they need less help becoming more independent as they grow up and get older.</p> <p>Investigate similarities and differences between now and then by exploring toys, food or clothes. Investigate these resources to look for clues and find out what belongs to a baby, toddler and a young child. Play matching games using props and photos, what belongs to who? Children to explore sorting things out as they look for clues, What belongs to a baby? What belongs to a toddler? What belongs to a young child like you?</p>
<p>Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</p>	<p>With support talk about some important narratives about the past encountered in books read in class.</p>	<p>'Once there were Giants' by Martin Waddell Once there was a baby in the house but little by little, that baby grew up.... This book will help children explore how small children live in a world designed for big people. The books help children to explore and understand the idea of growing older.</p> <p>Find out about popular cartoon characters→ Exploring the evolution of Mickey Mouse.</p>
<p>Understand chronology This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were</p>	<p>Recognise simple daily events using props and pictures.</p> <p>Recognise objects from the past and talk about them.</p>	<p>Can the children recognise events in their daily life using props and pictures?</p> <p>'When I grow up' by John Hales. What do you want to be when you grow up?</p>

<p>happening at similar times in different places</p>		<p>Sort and classify photos and props such as toys, food, clothes from now and in the past when I was a toddler and a baby.</p>
<p>Communicate historically This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<p>Create simple pictures and paintings about things they have found out about the past and their personal history.</p> <p>Talk about the lives of people in their family and the roles of grown-ups in school.</p>	<p>Discussing their birthdays and painting or drawing pictures of their birthday cakes, toys or presents.</p> <p>Painting, drawing or creating representations (using mark making, playdough, Lego, construction equipment or role-play) of significant events they have experience, weddings, visiting relatives or travelling abroad.</p> <p>Looking at pictures of their families and paint their families, homes.</p> <p>Discussion about self and immediate family in circle time.</p> <p>Exploring and finding out about people who help us at home, at school and in our local community.</p> <p>School Visitors- Police, nurse and firefighters.</p>