

NC: At KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

	Autumn term		Spring term		Summer term	
EYFS Links to History We ensure that the curriculum in EYFS covers the Early Learning Goals set out in the EYFS Framework, paying particular attention to Understanding the World. However, we are also steered by the children’s fascinations ensuring that our curriculum is designed to meet the needs and interests of the children. Through observations and continuous discussions with the children about their learning, planning is adapted accordingly. The curriculum is designed to be taught using both adult-led learning, child-led learning as well as a carefully planned and enhanced continuous provision that encourages the children to revisit and remember previously taught skills and knowledge, preparing the children for their transition into Key Stage 1.						
Development Matters What the children learn in Reception	U&W Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Explore the natural world around them. C&L Learn new vocabulary. Use new vocabulary through the day Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Describe events in some detail.					
Early Learning Goals	Past and Present - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. C&L – Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Reception	Autumn 1 - It's good to be me	Autumn 2 - Celebrations	Spring 1 - Whatever the weather Spring	Spring 2 - Past, Present and Future How has the world changed? Dinosaurs Transport - old and new	Summer 1 - A bug's life	Summer 2 - The Next Chapter What can we do now that we couldn't do at the start of the year? What would you like to be when you grow up?
	Leisure and Entertainment Historical Enquiry: -Identify similarities and differences Changes within Living Memory Children can talk about how are we the same and different? Children can talk about themselves and their families. Children know that people celebrate festivals. Diwali - Children understand that there are places in the world that are different to where they live. Children are aware that people at different ages need different things	Historical Enquiry: -Identify similarities and differences - know that information can be retrieved from books, the internet and people. Significant historical events: Events beyond the children's memory. Remembrance Day - children know about the symbol of the poppy for Remembrance Day. Children can talk about what their parents and their grandparents did. Children can find out about the life history of other people. Bonfire - Why do we have it? Guy Fawkes. How do we stay safe?	Historical Enquiry: -Identify similarities and differences -Begin to ask why and how questions. Children identify similarities and difference between celebrations - Chinese New Year	Civilisation Historical Enquiry: -Identify similarities and differences - know that information can be retrieved from books, the internet and people. Begin to ask why and how questions. How has our world changed over time? Dinosaurs - When did they live? Transport - what did cars/transport look like for our parents and grandparents. Children know that transport and vehicles were different in the past. Children can compare old and new.	Significant Individuals: Historical Enquiry: -Identify similarities and differences - know that information can be retrieved from books, the internet and people. Begin to ask why and how questions. Significant to children, parents and grandparents Previously we focused on the Queen, her live and how she was celebrating her Platinum Jubilee. This year we will look at The King and his coronation.	Historical Enquiry: -Identify similarities and differences - know that information can be retrieved from books, the internet and people. Begin to ask why and how questions. Children make observations about how they have changed, identifying what they can do now and what they couldn't do at the start of the year? We will talk about the chronology of our lives. How have we changed since being a baby? The children will discuss people who help us? The children will talk

	e.g. a baby compared to a school child.	Sequence the nativity story.		We will be making comparisons, looking at the similarities and differences.	We will order the lives and key events of the Royal family.	about familiar people to them and how they help them
	Events within the living memory: We will be having weekly discussions about activities, events and places that the children have visited. We will be encouraging the children to retell this information in a chronological order, using the correct tenses.					
Vocabulary TODAY YESTERDAY THEN NOW BEFORE I WAS BORN WHEN (PARENTS/G. PARENTS) WERE LITTLE A LONG TIME AGO OLD NEW PICTURE STORY OBJECT	Mummy Daddy Brother Sister Family Grandparents Growing changing	Then Now Remembrance Day sequence	Same Different Chinese New Year Compare	Same Different Old New Past present	King Queen Monarchy Sequence Order First Next	Past Present Future
Year 1	NC -Events beyond living memory The Great Fire of London		NC - Changes within living memory		NC - The lives of significant individuals in the past Mary Seacole	
	Autumn 2 Concept thread - significant individuals		Spring 2 Concept thread - leisure and entertainment		Summer 2 Concept thread - Health and hygiene	
Key inquiry question	What did Samuel Pepys tell us about the great fire of London?		How has life changed for my family? (Birthdays)		Who was Mary Seacole and what did she do?	
Chronology	- Recognise the distinction between past and present (e.g. London's 1666 houses and people and their modern equivalent). - Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). - Identify some similarities and differences between ways of life in different periods. - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past).		- Recognise the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now). - Place a few events and objects in order by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up). - Know where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past)		- Recognise the distinction between present and past in their own and other people's lives. - Identify some similarities and differences between ways of life in different periods. - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).	
Events people and changes	- Tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (e.g. comparing modern fire engines to fire marks and leather buckets). - Use simple stories and other sources to show that they know and understand key features of events.		- Tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. - Use simple stories and other sources to show that they know and understand key features of events - especially when recalling personal events.		- Tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. - Use simple stories and other sources to show that they know and understand key features of events.	
Enquiry, interpretation and using sources	- Use sources to answer simple questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. - Begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures depicting fleeing Londoners, Samuel Pepys extracts, digital clips from selected films).		- Use sources to answer simple questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources.		- Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. - Begin to understand the reasons why people in the past acted as they did from a range of sources (e.g. pictures, clips, stories depicting Mary Seacole)	

Communication	- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). - Understand historical concepts and use them to make simple connections and draw contrasts.			- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). - Understand historical concepts and use them to make simple connections and draw contrasts (e.g. birthdays present and past).			- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). - Understand historical concepts and use them to make simple connections and draw contrasts.		
Vocabulary	A long time ago Before I was born Last week When I was younger Yesterday Past Present Then Now	After Before New Next Old Event Object Photograph Timeline	<u>Topic Specific</u> Bakery Bucket Diary Eye witness Firebreak Fire hooks Gunpowder Parmesan cheese London River Thames St Paul's Cathedral			<u>Topic Specific</u> adult very old change in national life parents grandparents great grandparents lifetimes way of life home life transport materials, leisure			<u>Topic specific</u> contribution national international achievements aspects of life nurse hospital medical Jamacia
Year 2	NC - Significant historical events, people and places in our own locality Our school			NC - The lives of significant individuals in the past Mae Jemison			NC - Events beyond living memory Victorian seaside		
	Autumn 1 Concept thread - Local area			Spring 2 Concept thread - Equality			Summer 2 Concept thread -Leisure and entertainment		
Key inquiry question	What was it like to go to Farington Moss St. Paul's C.E. Primary School in the past?			Who is Mae Jemison and where has she explored?			What were local seaside holidays like in the past?		
Chronology	- Recognise the distinction between past and present. - Identify some similarities and differences between their own present and aspects of the past. - Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). - Recognise the distinction between present and past in their own and other people's lives. - Identify some similarities and differences between ways of life in different periods. - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past..).			- Recognise the distinction between past and present - Identify some similarities and differences between ways of life in different periods (e.g. Christopher Columbus, Neil Armstrong and Mae Jemison). - Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago,past..). - Recognise that their own lives are similar/different from the lives of people in the past - Identify some similarities and differences between ways of life at different times. - Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago.			- Recognise the distinction between present and past in their own and other people's lives (e.g. leisure and tourism in Victorian times). - Identifysome similarities and differences between ways of life in different periods (e.g. seaside resorts now and then). - Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past, Victorian times..).		
Events people and changes	- Tell the difference between past and present in their own and other people's lives - Use and make simple comparisons to parts of stories, and features of events. - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. - Use simple stories and other sources to show that they know and understand key features of events.			- The lives of significant individuals in the past who have contributed to national and international achievements - Tell the difference between past and present in their own and other people's lives - Use and make simple comparisons to parts of stories (such as those about explorers) and features of events (such as the first moon landing). - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. - Recount simple stories accurately and suggest why people and events were important.			- Tell the difference between past and present in their own and other people's lives - Use and make simple comparisons to parts of stories and features of events (e.g. aspects of leisure such as ice creams and the penny lick). - Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied. - Use simple stories and other sources to show that they understand key features of events.		
Enquiry, interpretation and using sources	- Use sources to answer simple questions about the past. - Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. - Identify some of the basic ways the past can be represented.			- Make simple observations about different people, events, beliefs and communities. - Use sources to answer simple questions about the past e.g. which object is older? How do we know?			- Ask and answer questions about the past through observing and handling a range of sources, such as pictures and written sources. - Identify some of the basic ways the past can be represented. - Begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).		

	▪ To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).			▪ Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past. ▪ Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. 'What was different..?' ▪ Identify some of the basic ways the past can be represented e.g. through pictures ▪ Choose parts of stories and other sources to show what they know about significant people and events					
Communication	▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts.			▪ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts. ▪ Describe special or significant events in their own lives. ▪ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories. ▪ Retell simple stories about people and events from the past. ▪ Talk about who/what was significant/important in a simple historical account			▪ Understand and use the simple historical concepts such as now/then and same/different. ▪ To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing). ▪ Understand historical concepts and use them to make simple connections and draw contrasts (e.g. <i>between the Victorians and themselves</i>).		
Vocabulary	After Before Next Now Past Present Then Yesterday Century Decade During Historical Modern Recently	Account Artefact Chronological Diary Event Evidence Historian Museum Sequence Source Timeline	<u>Topic specific</u> Local Map Area Impact Building similar different change evidence			<u>Topic specific</u> Contribution National International Achievements Explorer Astronaut			<u>Topic specific</u> Significant Local Leisure Tourism Seaside Anniversary Monarch Queen Victorian Sowineer