

Area of Learning: History

	Theme 1 - Term 1 and 2 Myself and my community	Theme 2 – Term 3 and 4 Truly scrumptious	Theme 3 Term 5 and 6 Amazing life
Nursery	year 1 - T4W - Goldilocks and the three bears - Brown bear, brown bear what do you see? year 2 - We're going on a bear hunt - Dear Zoo	year 1 - T4W - Gingerbread man - Hairy McClairy Year 2 - Three little pigs ?Smartest Giant in town or Each peach pear plum	year 1 - T4W - The enormous turnip - come on Daisy year 2 - The Train Ride - The Very Hungry Caterpillar
Content	My family book House role play Cooking experiences similar to home Settling in, learning expectations and routines Bonfire Night, Diwali, Christmas at home (sharing own experiences) Decorating the classroom for celebrations Learning Seasonal Songs	Exploring the local community. Different jobs of people I know Look at specific jobs of interest to the children How did I get to school? Easter celebrations	All about me book ready for transition Journeys and holidays that I have been on Exploring who is in my extended vocabulary. Sending and making postcards Visits to the beach Talking about how we have changed since we have been in Nursery. Look at how people change as they get older.
Nursery Skills	Has a sense of own immediate family and relations. (22-36) In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea (22-36) Recognises and describes special times or events for family or friends.	Remembers and talks about significant events in their own experience. Shows interest in the lives of people who are familiar to them. Recognises and describes special times or events for family or friends.	Recognises and describes special times or events for family or friends. Remembers and talks about significant events in their own experience. Shows interest in the lives of people who are familiar to them.
Vocabulary	family, mum, dad,sister, brother, aunt. uncle, grandparents, celebrate, Christmas, Easter, Bonfire night, jobs, grow, change, older, younger.		
Reception			
Content	Talk for Writing Books: Owl Babies, Billy Goats Gruff Discussion about families and friends.	Talk for Writing Books: Jack Frost, The Gruffalo, Jasper's Beanstalk Sequencing the story of Jack Frost	Talk for Writing Books: The Gingerbread Man, Handa's Surprise Observations of experiments

	<p>Family tree</p> <p>Halloween, Bonfire Night and Remembrance Day. Christmas related activities e.g. sending cards, decorating, parties, presents.</p>	<p>Looking at the seasons and seasonal changes relating to Jack Frost and spring emerging</p> <p>Personal timelines</p> <p>Discussing special times and cultural events for themselves, friends and family: Shrove Tuesday, Easter, Eid,</p>	<p>Ask and answer question about their year in Reception</p> <p>Discuss similarities and differences of each others experiences of Reception</p> <p>Process of making gingerbread men - what changes?</p>
Reception Skills	<p>Asking questions and talking about own experiences.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Talk about past events using time vocabulary.</p> <p>Enjoys joining in with family customs and routines.</p>	<p>Talk about past events using time vocabulary.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>Looks closely at similarities, differences, patterns and change.</p> <p>Ask and answer questions.</p> <p>First-hand observation.</p> <p>Looking for similarities and differences.</p>
Vocabulary	<p>Seasons, Remembrance Day, old, new, past, ago, family tree, friends, Easter, Eid, Shroves Tuesday, similarities, differences, change, before, after, because</p> <p>Challenge: Year 1 words</p>		
Year 1/2			
Content	<ul style="list-style-type: none"> ● Bonfire Night - Guy Fawkes & Gunpowder Plot- roleplay activities, link to Art colour mixing to create paintings of the houses of parliament ● Remembrance Day - Why we wear poppies ● Family traditions - Talk to family members about traditions they have from the past, bring in artifacts or pictures to share 	<ul style="list-style-type: none"> ● Great Fire of London - create timelines - Make models of houses and recreate the events - Look at artefacts and ask/answer questions. - Drama - going back in time to inform writing - diary entries. 	<ul style="list-style-type: none"> ● Neil Armstrong -Create a timeline of Neil's life and the key events - Compare life in 1940's to 2020 - Link to Art and Computing- recreate moon landing using sculpture and turn into animation using digital media - Make a fact file about Neil Armstrong

<p>Year 1 Skills</p>	<p>To learn about events beyond living memory that are significant nationally or globally.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>To learn about historical events, people and places in their own locality.</p> <p>Talk, write and draw about things from the past.</p>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Order a set of events or objects into then and now.</p> <p>Look at objects from the past and ask questions.</p>	<p>Order a set of events or objects into then and now..</p> <p>Use a timeline to place important events. Explore events, look at pictures and ask questions.</p> <p>Look at objects from the past and ask questions.</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born, When my parents/carers were young.</p>
<p>Vocabulary</p>	<p>a long time ago, when I was little, past, since I was born, famous, celebrate, event(s), queen, king, rule, years, difference, object, artefact, picture, photograph, explain, used for</p> <p>Challenge:</p> <p>chronological order recent history very old when mummy and daddy were little before after historical event past/present succeed/succession</p>		
<p>Year 2 Skills</p>	<p>Ask questions about the past.</p> <p>Understand and use the words past and present when telling others about an event.</p> <p>To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>Show an understanding of concepts such as</p>	<p>Describe the differences between periods of time.</p> <p>Use a timeline to place important events.</p> <p>To know about events beyond living memory globally (eg first aeroplane flight)</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p>	<p>Use information to describe the past.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>To label time lines with words or phrases such as: past, present, older and newer.</p> <p>To use dates where appropriate.</p> <p>Recount the main events from a significant</p>

	<p>civilisation, monarchy, parliament and democracy.</p> <p>To learn significant historical events, people and places in their own locality.</p>	<p>To use dates where appropriate.</p> <p>To know about significant national events beyond living memory (eg Great Fire of London)</p>	<p>event in history.</p> <p>To learn about the lives of significant individuals in the past who have contributed to national and international achievements. (Neil Armstrong)</p> <p>Identify the different ways in which the past is represented.</p> <p>Use a wide range of information to answer questions.</p>
<p>Vocabulary</p>	<p>before I was born, when I was younger, before/after, past/present, then/now, sequence, chronological, order, earlier, later, local, area, historical, event, when grandparents were young, Britain parliament, older, person, source, research, Briton</p> <p>Challenge: locality democracy eye-witness account</p>		