

Subject: History			
EYFS Early Learning Goals (Reception)	Early Learning Goal: Past and Present Children at the expected level of development will: - 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.	Early Learning Goal - 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. Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories;	
End of KS1 objectives: Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Hi1/1.2 events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i> Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell.</i> Hi1/1.3 significant historical events, people and places in their own locality.			
AUTUMN TERM. Key Learning (knowledge). Key Skills and vocabulary	Links to learning in Year R Special Boxes Know that they look different now than from when they were a baby. Remembrance day Know that a poppy represents 'remembrance' and we remember people that have died Bonfire Night Know that people lived a long time ago. I know the name Guy Fawkes. I know that we celebrate bonfire night because of Guy Fawkes. Jobs Know that different people have different jobs. Can name some jobs of parents in school community. Know that Tim Peake was an astronaut. Know that different people have done important things in history (link to story	Year 1 Remembrance day Who Sidney Lewis was. A local boy from Surrey. Why his story was significant. He joined the army in WW1 at the age of 12. He pretended he was older. Youngest soldier. Survived war. Became police officer. Received medals. Significance of poppies. Whole school Assembly. Key text – 'Where the Poppies Grow'. Poppy collection. Work around Remembrance day – Key Skills Describe significant individuals from the past Know and recount episodes from stories Show an understanding of historical terms (see below) Talk, write and draw about things from the past Bonfire Night – Key Skills Consider: When do we celebrate Bonfire night? 5 th November. How do we celebrate it? Fire work displays, Why do we celebrate it? The Guy Fawkes story and significance of the events that they are still celebrated today.	Year 2 Titanic The sinking of The Titanic: When did it happen? A time line of events. What happened? What caused the collision? How was it dealt with? How could it have been avoided? How can this be stopped from happening again? Why did it happen? Why did so many people die? Where were they when it happened? Where were they going? Where were the survivors taken after? Who survived? Is anyone to blame? Include any quotes from survivors. Bonfire night What was the gunpowder plot? When did it take place? Who was Guy Fawkes? Work around Remembrance Day – Key Skills Discuss why Remembrance day is important. Bonfire night – Key Skills Sequence The Gunpowder plot showing where the people and events fit within a chronological framework. Titanic – Key Skills Compare and contrast different social classes from the past Write a diary entry from the viewpoint of a passenger on board The Titanic Research how The Titanic sank Recount events - write a newspaper report about the sinking of The Titanic using facts

	'courageous people who changed the world'		Draw up a timeline Recall facts and show what we have learnt from about The Titanic
SPRING TERM. Key Learning (knowledge).Key Skills and vocabulary	To talk about past and present events in their own lives and in the lives of family members (people and communities)	<p>Great Fire of London – Key Skills Identify similarities and differences: - Buildings in London past and present - Fire service past and present Show an understanding of historical terms (see below) Talk, write and draw about things from the past Sequence The GFL showing where the people and events fit within a chronological framework. Use drama/ role play to communicate their knowledge about the past Start to use stories or accounts to distinguish between fact and fiction</p> <p>Great Fire of London – Key Knowledge and Vocabulary Date 2nd September 1666 – 6th September. Where it started – Bakery, Pudding Lane, London. Why did it spread so quickly: – houses made of wood and straw, - Wattle and daub -narrow streets -wind - lack of fire service How was the fire stopped – exploding houses, fire hooks and leather buckets, squirters Key buildings –St Paul Cathedral, Tower of London, rebuilding of London Significance of Samuel Pepys' diary</p>	<p>Magic Mystery & Mayhem Learning about the lives of significant individuals from the past - Florence Nightingale. Why do we remember Florence Nightingale? What changes did she make to society? What was the impact of her work?</p> <p>Comparing and contrasting significant individuals from the past – Florence Nightingale, Mary Seacole and Edith Cavell.</p> <p>Key skills and further detail- Comparing and contrasting, research (use of ICT, non-fiction texts)</p> <ul style="list-style-type: none"> • identify similarities and differences between ways of life in different periods • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. <p>they should understand some of the ways in which we find out about the past and identify different ways in which it is represented</p>

<p style="text-align: center;">SUMMER TERM.</p>	<p>St George's/ Royalty Know that we celebrate St George's Day because he fought a dragon and is the saint of England. Know that the Queen of England is Queen Elizabeth. Know that the Queen lives in Windsor castle and older castles are called 'medieval' Queen's Jubilee – Summer 2022</p>	<p>Communication – past and present – Key Knowledge and Vocabulary Friends/ family –Past methods - Letters, postcards, landlines, telephone boxes. New methods – text, email, face time, speaking on mobile etc. Current events- Past - tvs (black and white, 2 channels, fixed programmes times) radios, newspapers. Present – tv, continuous news channels, newspapers declining, on line updates, Children's leisure time Past: tv, radios, outside play, games and toys Present: game consoles, cinema, netflix, dvds, on demand, less outdoor play, games/toys</p> <p>Tea party for Grandparents/ grandparents interviews</p> <p>Communication Past and Present – Key Skills - Identify similarities and differences living past and present Understanding Changes in living history Observe and use pictures, photographs and artefacts to find out about the past Interview grandparents – ask questions, observe or handle evidence to find answers to simple questions about the past Talk, write and draw things from the past Use historical vocabulary to retell simple about the past Recognise some similarities and differences between ways of life in different periods</p>	
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Special Boxes

•Use the language of 'then' and 'now' to compare how they have changed when sharing family photos

- Compare similarities/differences with peers

Bonfire Night

•Can begin to say why we have bonfire night with support from images/books

Jobs

- Use pictures to make simple comparisons
- Use books to learn about the past

St George's/Royalty

- Retell the story of St George's Day
- Use photos to compare how the Queen has changed
- Use photos to notice similarities/differences in the local area

Special Boxes-Me, family, brother/sister, mum/dad, auntie/Uncle, cousin, Gran, Grandad, young, old, then, now

Bonfire Nigh-Guy Fawkes, long ago, firework, bonfire, celebrate

Jobs- *(these will be different depending on cohorts interests/families)* Job, nurse, doctor, teacher, firefighter, astronaut, space, Tim Peake, moon, rocket, courage, brave, important people

Old, new, past, present, future, earliest, latest, century, new, newest, old, oldest, modern, before, after, current.

Work around Remembrance Day

Poppy, war, army, medal, wreath, 11 November, soldier, remember.

Bonfire Night

Gunpowder plot, Guy Fawkes, King James I, Houses of Parliament, government, fireworks, guard, Protestant, Catholic, 5th November.

Great Fire of London

Fire, burning, smoke, bakers, buns, bread, leather buckets, fireman, cart, axe, London, Pudding Lane, River Thames, King Charles II, Samuel Pepys, diary, St. Paul's Cathedral, Tower of London, The Monument.

Communication Past and Present

Letters, postcards, landlines, telephone boxes, text, email, face time, mobiles.
TVs, radios, newspapers, game consoles, cinema, netflix, dvds, on demand, less outdoor play, games/toys.

Old, new, past, present, future, earliest, latest, century, new, newest, old, oldest, modern, before, after, current.

Work around Remembrance Day

Armistice day, poppy, war, army, medal, wreath, 11 November, soldier, remember.

Bonfire Night

Gunpowder plot, Guy Fawkes, King James I, Houses of Parliament, government, fireworks, guard, Protestant, Catholic, 5th November.

Key individuals from the past – Florence Nightingale and Mary Seacole

Compare, contrast, similarities, differences, Crimean war, soldiers, hospital, charity, lamp, war, nurse, battle, courageous, committed, past, red cross, injured, medals, Jamaica, prejudice,

	St George's Day/Royalty - Patron Saint, Celebrate, England, Queen, Royal family, dragon, knight, castle, Windsor, Medieval, moat, drawbridge, turret.		
Enrichment	St George's Day Tea party Inviting parents in to share about different jobs Inviting grandparents in to discuss moon landing	Grandparents Tea Party	Titanic Outreach Programme Florence Nightingale Outreach Programme
Links to other subjects	<p>Special Boxes PSED- Talking about family members and knowing we our special CL- Sharing boxes in front of small groups Bonfire Literacy- Retelling small parts of a story EAD-Big firework art (collaborate piece) Role playing being at a bonfire celebration outside Jobs PSED- 'Dreams and goals' thinking what they might like to do when older St George's Day/Royalty Literacy- writing invitations, retelling story EAD- Role playing St George's Day</p>	<p>Art GFL–Learning about landscapes and cityscapes. Silhouettes of great fire of London. Make menus for Tea Party Remembrance Day making poppies using different mediums i.e.finger painting, split pin poppies Art and Music - Bonfire Night – Make fireworks picture on Purple mash. Put all children's work onto power point and create music to accompany picture show. PSHE – Link to Health & Safety: Make a poster about Fire safety DT - Making 3D Tudor houses Tea Party – make cakes Geography – Maps of London in 1666 – look at map of where the fire spread/ make own map with Tudor houses and small world Computing - Research on Espresso for GFL, Create pictures on 2Simple of GFL Literacy – Recount of being in GFL Write poem about GFL</p>	<p>Art - Make poppies and WWI soldiers Clay – making artefacts from the Titanic wreck PSHE – Discuss Bonfire night safety Science – Predict and explore what caused The Titanic to sink English - Write a diary entry as a passenger on board The Titanic Write a newspaper report about the sinking of The Titanic ICT – Titanic quiz</p>