

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Nursery – Understanding the World: Early Historical Understanding</p> <p><i>In Nursery, children begin to develop an awareness of time and the past through familiar routines, conversations and play. Adults use simple language such as now, next, later, yesterday, today, tomorrow, before and after to help children understand daily events and begin to sequence what happens in their lives.</i></p> <p><i>Children are encouraged to talk about their own experiences, such as what they did at home, birthdays, visits, celebrations and family routines. They begin to notice changes, for example how they have grown, changes in the weather, or how things look different over time.</i></p> <p><i>We use nursery rhymes, songs, traditional tales and picture books to introduce the idea that some stories have been shared for many years. Children listen to and join in with familiar rhymes and stories, helping them understand that people in the past also enjoyed songs, stories and games.</i></p> <p><i>Through role play, small world play, photographs and familiar objects, children begin to compare old and new items such as toys, clothes or household objects. Adults support children to talk about what is the same and what is different using clear, simple language.</i></p> <p><i>These experiences help children develop curiosity about the world around them and lay the early foundations for understanding time, change and the past</i></p>					
Early Years	<p>Early Years – Understanding the World: People and Communities (History Foundations)</p> <p><i>In our Early Years setting, children begin to develop an awareness of the past through meaningful conversations about their own lives, the lives of people around them, and familiar events. We use everyday language such as now, then, before, after, yesterday, today, tomorrow, old and new to help children begin to understand the passing of time and sequence events in simple ways.</i></p> <p><i>Children are encouraged to talk about recent experiences, recall special events and notice changes over time, for example how they have grown, how seasons change, or how routines differ from when they were babies. Adults model and extend this vocabulary through discussion, storytelling and play.</i></p> <p><i>We use nursery rhymes, traditional tales, songs and high-quality picture books to introduce children to the idea that some stories and rhymes have been enjoyed for a very long time. Through this, children begin to recognise similarities and differences between life now and life in the past. For example, we may discuss toys, homes, clothes or transport shown in stories and compare them to today.</i></p> <p><i>Children explore family photographs, memory boxes and artefacts to talk about their own history and the histories of people important to them. We value children’s home experiences and family traditions, helping them understand that everyone has a story and that the past is part of their own lives and communities.</i></p> <p><i>Through these early experiences, children build the foundations for historical thinking by developing curiosity, vocabulary, communication skills and an emerging understanding of chronology and change over time.</i></p>					
Year 1	<p>Local study – The history of our school</p> <p>(NC 2014) To learn about significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Chronology • Change and continuity • Historical enquiry 	<p>Toys</p> <p>(NC 2014) To learn about changes within living memory</p> <ul style="list-style-type: none"> • Chronology • Characteristic features • Historical enquiry • Interpretation • Change and continuity <p>Cause/consequence</p>	<p>Mary Anning</p> <p>(NC 2014) To learn about events beyond living memory that are significant nationally or globally</p> <p>the life of [a] significant individual in the past who contributed to national and international achievements.</p> <ul style="list-style-type: none"> • Change and continuity • Historical enquiry • Chronology 			

<p>Year 2</p>			<p>Great Fire of London</p> <p>(NC 2014) To learn about an event beyond living memory that is significant nationally and globally</p> <ul style="list-style-type: none"> • Historical enquiry • Cause and consequence • Interpretation • Chronology • Characteristic features <p>Hook – discovery of time capsule</p>	<p>Florence Nightingale and Mary Seacole</p> <p>(NC 2014) To learn about about the lives of significant individuals who have contributed to national and international achievements.</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Change and continuity • Cause and consequence • Significance • Historical enquiry • Chronology <p>Hook – Mystery trunk</p> <p>School trip to Fort Nelson</p>		<p>Kings and queens</p> <p>(NC 2014) To learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Compare aspects of life in different periods.</p> <ul style="list-style-type: none"> • Chronology • Characteristic features • Change and continuity
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Highlighted = strong focus on skill

National Curriculum 2014 – children should be taught about:

- ♣ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- ♣ 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]
- ♣ 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 [for example, 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]
- ♣ significant historical events, people and places in their own locality.