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| **YEAR A** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | **EYFS – Marvellous Me in School**  **KS1 – Me & My City**  *(Harry Brearley – significant indivudal and local history.)*  Black History Month | **EYFS – Terrific Tales**  **KS1 - Megastructures**  Bonfire Night  Remembrance Day  St Andrew’s Day | **EYFS – Ticket to Ride**  **KS1 – Around the World in 80 Years & Beyond**  *(Amy Johnson – significant individual.)*  Chinese New Year  Hopes, dreams and goals – Martin Luther King | **EYFS – Amazing Animals**  **KS1 – What’s it like in Africa?**  St David’s Day  St Patrick’s Day  Anti-racism – Rosa Parks | **EYFS – Places**  **KS1 – Panic on Pudding Lane**  *(Plague and Great Fire of London – significant events.)*  St George’s Day  Kindness – Mary Seacole  May Day | **EYFS – Come Outside**  **KS1 – Living things & their Habitats** |
| **Nursery** | * Talk about their own immediate family. * Begin to understand the passing of time (within the school day.) * Talk about similarities and differences around them. For e.g. people, animals, places etc. * To know there are actions and consequences to their own choices in behaviour. |  | * Use artefacts in role-play and begin to understand that some are old and some are new. For e.g. camera. * Talk about similarities and differences around them. For e.g. people, animals, places etc. |  | * Talk about similarities and differences around them. For e.g. people, animals, places etc. * Ask questions about immediate community and environment. |  |
| **Skills Progression** | I can share who is in my family.  I can give an answer to a question that someone asks.  With adult support, I can discuss what happened in the morning, before playtime etc.  I can recognise and talk about similarities and differences around me.  I will accept actions and consequences to behaviours I show.  . |  | I can recognise and talk about similarities and differences around me.  I can give an answer to a question that someone asks. |  | I can recognise and talk about similarities and differences around me.  I can give an answer to a question that someone asks.  I can ask questions about what I can see around me. |  |
| **Reception** | * Talk about their own family and how they’re different/similar to others. * Talk about the lives of people around them and their role in society. * Know some similarities and differences between things in the past and now using their own experiences and what has been read in class. * Explain how they have changed since they were born. For e.g. taller * Know that some things are from the past and were used before they were born. * To know there are actions and consequences to their own choices in behaviour and the impact it has on others. |  | * Understand the past has happened through objects, events and stories read in class. * Talk about the lives of people around them and their role in society. * Use simple language that relates to the passing of time. For e.g. yesterday, tomorrow. |  | * Know some similarities and differences between things in the past and now using their own experiences and what has been read in class. * Answer and use ‘how’ and ‘why’ questions. |  |
| **Skills Progression** | I know answers to questions can be found from computers and books.  I will accept actions and consequences to behaviours I show.  I can ask my own questions to find things out. – These are then recorded in the class floor book.  I can share who is in my family.  With adult support, I can talk about what is in the past and what is now. |  | I know answers to questions can be found from computers and books.  I can ask my own questions to find things out. – These are then recorded in the class floor book.  I can listen to stories to learn about the past.  I can share what jobs people in my family have and how this helps us.  I can use vocabulary such as; yesterday, tomorrow etc. |  | I know answers to questions can be found from computers and books.  I can ask my own questions to find things out. – These are then recorded in the class floor book.  I can share my own experiences. |  |
| **Year One** | * Use common words and phrases relating to the passing of time. * Say how something is the same or different in the past. * Sort events/objects/people into then and now. * Sequence pictures, with dates, on a blank timeline. |  | * Show an understanding in key events that have happened. * Begin to think about the reasons why things might have changed over time. * Ask and answer some historical questions. * Use pictures and photographs to extract some information about the past. * Begin to recognise different ways we can learn about the past. For example, images, objects, stories, witness accounts. * Sort objects/events into more than one time period. * Sequence pictures, with dates, on a blank timeline. |  | * Ask and answer some historical questions. * Use pictures and photographs to extract some information about the past. * Begin to recognise different ways we can learn about the past. For example, images, objects, stories, witness accounts. * Show an understanding in key events that have happened. * Begin to think about the reasons why things might have changed over time. * Sequence pictures, with dates, on a blank timeline. |  |
| **Skills Progression** | I can use a blank timeline to sequence.  I know what is now and what was in the past.  I can share what they know – what is different/what is the same?  I can use vocabulary such as; later, then, yesterday etc. |  | I can talk to an adult or share with their class about an event that has happened.  I can talk with an adult about why things might have changed.  I can ask and answer questions that someone asks.  I can look at pictures and photographs to find out information. |  | I can talk to an adult or share with their class about an event that has happened.  I can talk with an adult about why things might have changed.  I can ask and answer questions that someone asks.  I can look at pictures and photographs to find out information.  I can list sources we can use to find out about the past.  I can use a blank timeline to sequence. |  |
| **Year Two** | * Use the words past and present when telling others about an event. * Plot pieces of information on a timeline with marked intervals and add the dates in chronological order. * Describe events/objects/people and make comparisons. * Discuss how lifestyles (school, work, play etc.) were the same or different in the past. |  | * Use the words past and present when telling others about an event. * Plot pieces of information on a timeline with marked intervals and add the dates in chronological order. * Recount key events from the past in their own words. * Begin to explain why these key historical events happened. * Begin to think about the impact these key historical events had/have on modern life. * Use a range of sources. For example, pictures, photos, artefacts, stories, text books, field trips etc. to extract some information about the past. * Piece together clues from a variety of different sources. * Begin to find the most useful piece of evidence when looking for clues. |  | * Identify similarities and differences between ways of life at different times and understand why changes have been made. * Plot pieces of information on a timeline with marked intervals and add the dates in chronological order. * Ask and answer historically relevant questions. * Compare events from different periods in history. * Use a range of sources. For example, pictures, photos, artefacts, stories, text books, field trips etc. to extract some information about the past. * Piece together clues from a variety of different sources. * Begin to find the most useful piece of evidence when looking for clues. * Make more complex observations about events and people in society. |  |
| **Skills Progression** | I can use vocabulary past and present to describe people and events.  I can plot on a timeline.  I can describe people/objects/events and say what is different and what is the same.  I can talk about how work is the same and different in the past. |  | I can plot on a timeline.  I can tell my class or an adult about a key event that has happened.  I can say why these events happened.  I can talk about the impact these events had and how life now has changed.  I can use a range of sources to find out about the past.  I can say which piece of evidence might be the most useful. |  | I can talk about similarities and differences between ways of lives at different times.  I can ask and answer questions someone asks me.  I can plot on a timeline.    I can use a range of sources to find out about the past.  I can say which piece of evidence might be the most useful.  I can say what is the same and what is different about events in history and when they happened. |  |

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| **YEAR B** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Theme titles** | **EYFS – Me & My Home**  **KS1 – Me & My School in Stocksbridge**  *(Samuel Fox – significant indivudal and local history.)*  Black History Month | **EYFS – Hidden Heroes – People who Help us**  **KS1 – Hidden Heroes**  *(Florence Nightingale – significant individual.)*  Bonfire Night  Remembrance Day  St Andrew’s Day | **EYFS – Healthy Me**  **KS1 – Healthy Me**  Chinese New Year | **EYFS – Nurturing Nature**  **KS1 – Nurturing Nature**  St David’s Day  St Patrick’s Day  Famous Women in History | **EYFS – Extreme Environments**  **KS1 – Extreme Environments**  St George’s Day  May Day | **EYFS – How I do like to be beside the seaside**  **KS1 – How I do like to be beside the seaside.**  *(Changes to the seaside – changes within living memory.)*  Assembly themes – Grace Darling (courage) |
| **Nursery** | * Talk about their own immediate family. * Make sense of their own life story and family’s history through photographs, stories and role-play. * Ask questions about immediate community and environment. * Begin to use ‘how’ and ‘why’ questions. * Use artefacts in role-play and begin to understand that some are old and some are new. For e.g. camera. * Talk about similarities and differences around them. For e.g. people, animals, places etc. * Begin to talk about the lives of people around them and their role in society. For e.g. at the hospital a nurse helps me. | * Begin to fit (2) events into a chronological framework – then and now. * Begin to understand and use vocabulary that relates to the passing of time. For e.g. yesterday. * Begin to talk about the lives of people around them and their role in society. For e.g. at the hospital a nurse helps me. * Talk about similarities and differences around them. For e.g. people, animals, places etc. * Ask questions about immediate community and environment. * Begin to use ‘how’ and ‘why’ questions. |  |  |  | * Ask questions about immediate community and environment. * Begin to use ‘how’ and ‘why’ questions. * Use artefacts in role-play and begin to understand that some are old and some are new. For e.g. camera. * Begin to ask questions about artefacts. |
| **Skills Progression** | I can share who is in my family.  I can talk about who is in my family and talk about my life looking at photographs.  I can ask questions about what is around me.  I can ask some ‘how’ and ‘why’ questions with help from an adult.  I can use objects in my play and say whether they are old or new.  I can talk about what is the same and what is different about things around me.  With an adult, I can talk about what jobs people in my family have and how they help us. | I can choose two pictures and say then and now.  I can talk about what is the same and what is different about things around me.  I can ask some ‘how’ and ‘why’ questions with help from an adult. |  |  |  | I can talk about what is the same and what is different about things around me.  I can ask questions about what things are.  I can use objects in my play and say whether they are old or new.  I can ask some ‘how’ and ‘why’ questions with help from an adult. |
| **Reception** | * Talk about their own family and how they’re different/similar to others. * Explain how they have changed since they were born. For e.g. taller | * Fit people/events (3 or more) into a chronological timeline. * Talk about the lives of people around them and their role in society. * Use simple language that relates to the passing of time. For e.g. yesterday, tomorrow. |  |  |  | * Know some similarities and differences between things in the past and now using their own experiences and what has been read in class. * Understand the past has happened through objects, events and stories read in class. * Know that some things are from the past and were used before they were born. * Answer and use ‘how’ and ‘why’ questions. * Ask simple questions about artefacts. * Begin to identify ways in which the past is represented through artefacts, photographs and stories. * Talk about artefacts/photographs. |
| **Skills Progression** | I can talk about my family and say what is the same and different to my friend’s family.  I can say how I have changed since I was born. | I can choose three pictures and say if they are then and now.  I can talk about what people in my family do and how they help us.  I can use vocabulary such as; yesterday, and tomorrow. |  |  |  | I can talk about what is the same and different from things in the past.  I can listen to stories about the past.  I can ask and answer some ‘how’ and ‘why’ questions an adult asks me.  I can ask questions about objects.  I can talk about objects, pictures and photographs. |
| **Year One** | * Use common words and phrases relating to the passing of time. * Make simple observations about events and people in society. * Develop a sense of time and how fast things change. For example, differences and changes in their parents/ grandparents lifetimes. * Sequence pictures, with dates, on a blank timeline. | * Show an understanding in key events that have happened. * Begin to think about the reasons why things might have changed over time. * Use pictures and photographs to extract some information about the past. * Begin to recognise different ways we can learn about the past. For example, images, objects, stories, witness accounts. * Sequence pictures, with dates, on a blank timeline. |  |  |  | * Use common words and phrases relating to the passing of time. * To understand differences in periods of life. * Say how something is the same or different in the past. * Sort events/objects/people into then and now. * Make simple observations about events and people in society. * Ask and answer some historical questions. * Use pictures and photographs to extract some information about the past. * Begin to recognise different ways we can learn about the past. For example, images, objects, stories, witness accounts. * Sort objects/events into more than one time period. |
| **Skills Progression** | I can use words such as; a long time ago, in the past etc.  I can say something about people or events in the world.  I can talk about how life has changed.  I can sequence pictures on a timeline. | I can talk about key events that have happened to an adult.  I can talk about why things might have changed and say because.  I can say how I can find out about the past.  I can sequence pictures on a timeline.  I can find clues from pictures and photgraphs. |  |  |  | I can use words such as; a long time ago, in the present, now, in the future etc.  I can say how something is different from the past to now.  I can organise objects/events into different times.  I can ask questions and I can answer questions an adult asks me.  I can find clues from pictures and photgraphs. |
| **Year Two** | * Discuss how lifestyles (school, work, play etc.) were the same or different in the past. * Describe events/objects/people and make comparisons. * Plot pieces of information on a timeline with marked intervals and add the dates in chronological order. * Use the words past and present when telling others about an event. | * Recount key events from the past in their own words. * Begin to explain why these key historical events happened. * Begin to think about the impact these key historical events had/have on modern life. * Ask and answer historically relevant questions. * Use a range of sources. For example, pictures, photos, artefacts, stories, text books, field trips etc. to extract some information about the past. * Piece together clues from a variety of different sources. * Begin to find the most useful piece of evidence when looking for clues. * Plot pieces of information on a timeline with marked intervals and add the dates in chronological order. |  |  |  | * Discuss how lifestyles (school, work, play etc.) were the same or different in the past. * Make more complex observations about events and people in society. * Use the words past and present when telling others about an event. * Identify similarities and differences between ways of life at different times and understand why changes have been made. * Begin to think about the reasons why things might have changed over time. |
| **Skills Progression** | I can say how work was different in the past to now and how it is the same.  I can use words such as; a long time ago, in the present, now, in the future etc.  I can sequence events on a timeline.  I know what chronological order means.  I can say some differences and similarities between people, events and objects. | I can talk about an event that has happened.  I can say why an event happened and can tell an adult how the events has changed life today.  I can ask questions and answer questions an adult asks me.  I can find clues from a range of sources.  I know which source gives me lots of evidence.  I can sequence events on a timeline.  I know what chronological order means. |  |  |  | I can use words such as; a long time ago, in the present, now, in the future etc.  I can say what changes were made.  I can explain why things might have changed over time.  I can identify similarities and differences between ways of life at different times. |