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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 NightRemembrance DaySt Andrew’s Day | **EYFS – Ticket to Ride****KS1 – Around the World in 80 Years & Beyond***(Amy Johnson – significant individual.)*Chinese New YearHopes, dreams and goals – Martin Luther King | **EYFS – Amazing Animals****KS1 – What’s it like in Africa?**St David’s DaySt Patrick’s DayAnti-racism – Rosa Parks | **EYFS – Places****KS1 – Panic on Pudding Lane***(Plague and Great Fire of London – significant events.)*St George’s DayKindness – Mary SeacoleMay 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.
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| **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 NightRemembrance DaySt Andrew’s Day | **EYFS – Healthy Me****KS1 – Healthy Me**Chinese New Year | **EYFS – Nurturing Nature****KS1 – Nurturing Nature**St David’s DaySt Patrick’s DayFamous Women in History | **EYFS – Extreme Environments****KS1 – Extreme Environments**St George’s DayMay 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.
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| **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.
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| **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.
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| **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.
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| **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. |