	Nursery	Reception	Year 1	Year 2
	22-36 months- Has a sense of own	30-50 months- Shows interest in the lives of	The Magic Toymaker	A Day in the Life of
	immediate family and relations.	people who are familiar to them.	 About toys and games from the past 	- About the jobs people used to do in the past
		Remembers and talks about significant events in	 How to decide if a toy is new or old 	- About significant people from the past and compare their
	In pretend play, imitates everyday actions	their own experience.	- How to create our own toy museum	lives. (Albert Einstein and Stephen Hawking and/or Anna
	and events from own family and cultural	Recognises and describes special times or events	- How we can learn about the past in different ways	Sewell (Black Beauty) and J K Rowling (Harry Potter series)
	background, eg. making and drinking tea.	for family or friends.		- What our local area might have looked like a 100 years ago
	······································	Shows interest in different occupations and ways	From A to B	
	Beginning to have their own friends.	of life	 About transport (Cars, aroplanes, horses, caravans – 	Time Travellers
		Knows some of the things that make them unique,	links to traveller community) in the past	- How to create a timeline from 400 years ago to the present
	Learns that they have similarities and	and can talk about some of the similarities and	- How to make a timeline to show when different types of	day including events such as when the television was
	differences that connect them to, and	differences in relation to friends and family.	transport (car, plane, hot air ballon, horse & cart) were	invented, two hundred years ago there was a big battle and
	distinguish them from, others.	unerences in relation to menus and family.	invented	400 hundred years ago there was a great fire.
	distinguish them noni, others.	40-60 months- Enjoys joining in with family	- About exploring different types of transport from myths	- About events (The Titanic & The Great Fire of London) that
	30-50 months- Shows interest in the lives of	customs and routines.	and legends	are important to us
		customs and routilies.		- How to use objects (photos, memorable items from home,
	people who are familiar to them.	Factor Learning Cool. Children talls about root and	People of the Past	statues, artefacts, buildings, maps) to find out more about
	Remembers and talks about significant	Early Learning Goal - Children talk about past and present events in their own lives and in the lives of	- About the different decisions that rulers (Queen	an event
	events in their own experience.	family members. They know that other children	Elizabeth) had to make in the past	- About important events that happened in our local area.
	Recognises and describes special times or	don't always enjoys the same things, and are	- How to use a living graph to explore how a person	 1929 Smallfield Place, with 13 bedrooms, 3 bathrooms and 38 acres was sold at auction for about
	events for family or friends.	sensitive to this. They know about similarities and	(Queen Elizabeth, Florence Nightingale, Edmund	£8.000
	Shows interest in different occupations and	differences between themselves and others, and	Hillary) from history might have been feeling	- The post mill at Outwood dates from 1665
01	ways of life	among families, communities and traditions	 About the life of a famous explorer (Edmund Hillary & Christopher Columbus) using maps and role play 	·
Knowledge	Knows some of the things that make them		 How to compare the lives of two different explorers 	and is the oldest working windmill in Britain.
wle	unique, and can talk about some of the		(Edmund Hillary & Christopher Columbus)	 How we can find out about an event by interviewing
(no	similarities and differences in relation to		 About the achievements of important scientists and 	 someone who was there How to use different sources to learn about a national event
-	friends and family.		inventors (Edward Jenner)	 About events of global significance (The Titanic & The Great
			- About what life was like at different times (1500s ,	Fire of London) by asking and answering questions
			1600s, 1700s 1800s & 1900s) in the past.	File of London) by asking and answering questions
			,,,	The Circus
				- What circuses were like in the Roman times
				- Roman Coliseum and Circus Maximus.
				- Chariot racing
				 How circuses have changed over the years.
				- Find out about famous circus clowns from history such as
				Coco the Clown, Bip the Clown, Charlie Cairoli and The
				Fratellinis
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		The Magic Toymaker & From A to B & People of the Past	A Day in the Life of & T8ime Travellers & The Circus
Skills		 Be able to use key words and phrases relating to the passing of time Be able to place known events and objects in chronological order Be able to order events and objects into a sequence Be able to find out about aspects of the past from a range of sources of information Be able to ask and answer questions about the past Be able to describe some simple similarities and differences between artefacts Be able to identify differences between their own lives and those of people who have lived in the past Understand key features of events Identify some similarities and differences between ways of life in different periods 	 Be able to place known events and objects in chronological order To be able to describe where the people/events fit within a chronological framework and identify similarities and differences between ways of life in different periods Be able to ask and answer questions about the past, using parts of stories and other sources to show that they know and understand key features of events Be able to use key words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms Be able to identify differences between their own lives and those of people who have lived in the past Be able to find out about aspects of the past from a range of sources of information Be able to communicate their historical knowledge and understanding in a variety of ways Understand that events and people's actions have causes and effects Be able to describe significant historical events, people and places in their own locality

Potophing Kom the Past Output the different time pends (the Traissic, the Jurssic or the Criticause pendod (America). About Columbus' discovery of The New World (America). Columbus and traissic the Jurssic of the Criticause pendod (America). Columbus and traissic the Jurssic The J		Year 3	Year 4	Year 5	Year 6
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Laptain Look, Zheng He.					
- Create a class timeline of exploration					
to understand different time periods					
and socities in those times.					
- Answer questions about explorers					
- Understand that the past has been					
recorded in a variety of different ways		•			
 researching explorers using different 					
sources.					

Footprints from the Past & Scavenders and	<u>Chocolate</u>	Mission to Mars	AD900
Settlers & Explorers and Adventurers	- Be able to place some historical periods in	Be able to find out about aspects of the past from a	- Be able to enquire into historical issues and their effects on

Skills

		-	Be able to communicate their knowledge and understanding
			of history in a variety of ways, making appropriate use of
			dates and historical terms
		-	Understand that historical sources can be different from and
			contradict one another and that they reflect their context of
			time, place and viewpoint