

			about the past by talking to an older person.	did?		
	Vocabulary	Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess. Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places,	History, past, now, before, long ago, chronological, toys, artefact, photograph, then.	History, past, before you were born, chronological order, past, present. King James 1st, plot. Gun powder, London, Parliament, explosion, Catholics and Protestants.	History, timeline, chronological order, past, present, artefact, coal, mine, mining. Coal Miner, Pit, quarries, coal mining industries.	Century, decade, timeline empire, ancient, invade, country, continent, alliance, parliament, chronological order.
	Key Facts		Toys have changed. More technology has developed toys.	King James 1st was the King Link to Bonfire night. Guy Fawkes plot failed.	How children's lives were then and now. All of the people and animals involved in mining.	Dates of World War one and Two, countries involved, reasons for war.
Spring	Title and Objectives	Children talk about past and present events in their own lives and in the lives of family members. Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	<u>Grace Darling</u> Chronological understanding I can recognise that a story that is read to me may have happened a long time ago. I can understand that some objects belonged in the past. I can retell a familiar story set in the past. Knowledge and interpretation I can appreciate that some famous people have helped our lives be better today. Historical enquiry	Titanic Chronological understanding I can sequence a set of events in chronological order and give reason for their order I can retell a familiar story set in the past I can understand that some objects belonged to the past. Historical Enquiry I can answer questions by using a specific source, such as an information book. I can answer questions using a range of artefacts/ photographs provided	Antarctica Chronological understanding I can describe events from the past using dates when things happened? I can use my mathematical knowledge to work out how long ago events would have happened? Historical Enquiry I can use various sources to piece together information about a period in history? I can use my 'information finding' skills in writing to help them write about historical information?	Egypt I can begin to picture what life would have been like for the early settlers. I can suggest why certain events happened as they did in history. I can suggest why certain people acted as they did in history. I can explain how events from the past have helped shape our lives. I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.

				<p>I can answer questions using a range of artefacts/photographs provided.</p> <p>I can find out more about a famous person from the past and carry out some research on her.</p>		<p>I can research a specific event from the past to then write about this?</p>	
	Vocabulary	<p>Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess.</p> <p>Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places.</p>		<p>Grace Darling, island, lighthouse, rescue, Bamburgh, Victorian, lifeboat, fisherman, Heroine.</p>		<p>Antarctica, Antarctic explorers, continent, icebergs, frozen, temperature, global warming.</p>	
	Key Facts			<p>Grace Darling saved the lives of people and changed the way lighthouses operate.</p>		<p>How global warming is affecting the antarctica and how life is being affected.</p>	
Summer	Title and Objectives	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><u>Queen Victoria</u></p> <p>Knowledge and interpretation</p> <p>I can understand that we have a Queen who rules and that Britain has had a King or Queen for many years.</p> <p>I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later.</p> <p>I can explain what is meant by Parliament.</p>	<p>World War 2</p> <p>Knowledge and interpretation</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people Can I explain why Britain has a special history by naming some famous events and some famous people</p> <p>Can I explain how my local area was different in the past?</p> <p>Historical Enquiry</p> <p>Can I answer questions by using a specific source, such as an information book?</p>	<p>Romans</p> <p>Chronological understanding</p> <p>I can describe events and periods using the words: BC, AD and decade?</p> <p>I can describe events from the past using dates when things happened?</p> <p>Knowledge and interpretation</p> <p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p>	<p>Rainforest</p> <p>I can use various sources to piece together information about a period in history.</p> <p>I can use my 'information finding' skills in writing to help me write about historical information.</p> <p>I can, through research, identify similarities and differences between given periods in history.</p> <p>I can research two versions of an event and say how they differ.</p> <p>I can research what it was like for a child in a given</p>	

					<p>I can research the life of a famous Briton from the past using different resources to help them?</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>I can research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p>	<p>I can begin to picture what life would have been like for the early settlers?</p> <p>I can begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>I can realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Historical Enquiry</p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>To complete throughout Autumn/spring/summer</p> <p>I can, through research, identify similarities and differences between given periods in history?</p> <p>I can research two versions of an event and say how they differ?</p>	<p>period from the past and use photographs and illustrations to present their findings.</p>
Vocabulary	<p>Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess.</p> <p>Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places.</p>		<p>Queen, Victoria, Royal, King,Parliament, Buckingham palace, London, Britain, monarchy, princess, prince.</p>	<p>World War 2, rations, Winston Churchill, evacuation, remembrance.</p>	<p>Roman Empire, Roman invasions, roads and towns, Hadrians wall, roman baths, Boudicca, rebellion, coliseum, century, emperor, gladiator, legion, battles.</p>		
Key Facts					<p>How the Romans impacted how we live today, similarities and differences.</p>		

	Title and Objectives	Vocabulary	Key Facts
Nursery	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess.</p> <p>Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places.</p>	
Reception			
Y1 - Autumn			
Y1 - Spring			
Y1 -Summer			
Y2 - Autumn	<p>Great Fire of London</p> <ul style="list-style-type: none"> I can use words and phrases like: before I was born, when I was younger? I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning? I can use the words past and present correctly? I can use a range of appropriate words and phrases to describe the past? I can sequence a set of events in chronological order and give reasons for their order? 	<p>Before After Past Present Then Now When I was younger Past and present</p>	
Y2 - Spring	Titanic		

Y2 - Summer	World War 2		
Y3 - Autumn	Mining		
Y3 - Spring	Antarctica		
Y3 Summer	Romans		
Y4 - Autumn			
Y4 - Spring			
Y4 Summer			