

Autumn Term	Spring Term	Summer Term
<p><b>I wonder what my special, super qualities are?</b>  <b>I wonder who plays an important part in my family, at school and in the community?</b>  <b>I wonder why we celebrate?</b></p>	<p><b>I wonder what happens in Winter? I wonder where I am going and how I will get there?</b></p>	<p><b>I wonder how things grow and change?</b></p>
<ul style="list-style-type: none"> <li>• Share photos of different ages, e.g. baby, toddler, school age, teenager, adult. Children to order photos chronologically. (<i>chronology</i>)</li> <li>• Discuss how they have changed since they were a baby.</li> <li>• Discuss past and present in their own and others' lives. (<i>similarity and difference</i>)</li> <li>• Consider why we celebrate Remembrance Sunday, Bonfire Night and Advent. How have celebrations changed over the years?</li> <li>• Three Little Pigs – look at the story from the wolfs' perspective.</li> <li>• Read the same story but using different books, e.g. older versions of the story, newer versions and look at illustrations which show different periods of time (e.g. Goldilocks, 3 Pigs)</li> <li>• Look at modern artefacts from celebrations and compare, such as Christmas wrapping paper. Are Christmas celebrations the same now as they were when parents and grandparents were young?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that events in stories can be seen from different viewpoints (<i>perspective</i>).</li> <li>• Compare and order photos of old and modern modes of transport in familiar situations (planes, trains, cars, bikes, boats) (<i>continuity and change, similarity and difference</i>)</li> <li>• History of space travel and compare Tim Peake with Neil Armstrong.</li> </ul>	<ul style="list-style-type: none"> <li>• History of the King and compare his life now with when he was a child.</li> <li>• Learn about Queen Elizabeth 2 and the important role she played during her long reign.</li> <li>• Look at our class timeline and recall things we did in the past, what we are now doing in the present day, and predict what we might do in the future (what we would like to be when we grow up)</li> </ul>
<p><b>Ongoing – use terminology as and when spontaneous opportunities arise, e.g. discussions, children’s interests, festivals etc. Continuous development of the language of time to secure ongoing vocabulary.</b></p>		

<b>DEVELOPMENT MATTERS</b>	
<b>Children in Reception</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>

<b>BIRTH TO 5 MATTERS</b>	
<b>Range 6</b>	<p>Enjoy joining in with family customs and routines</p> <p>Talk about past and present events in their own lives and the lives of family members</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Make observations of animals and plants and explain why some things occur and talks about changes.</p>

<b>ELGs</b>	<p style="text-align: center;"><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p style="text-align: center;"><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p style="text-align: center;"><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
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In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

**EYFS History Skills**

<p><u>Changes within living memory</u> Begin to make sense of their own life-story and family's history. Understand the ways I have changed. Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc. Talk about the lives of the people around them and their roles in society.</p>	<p><u>Events beyond living memory</u> Comment on images of familiar situations in the past</p> <ul style="list-style-type: none"> <li>• Moon landing</li> </ul>	<p><u>The lives of significant individuals in the past</u> Compare and contrast characters from stories, including figures from the past Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <ul style="list-style-type: none"> <li>• Neil Armstrong (US astronaut) Tim Peake (UK astronaut)</li> <li>• Queen Elizabeth II</li> </ul>	<p><u>Significant historical events, people and places in their own locality</u> Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Christmas</li> <li>• Easter</li> </ul>
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**EYFS History Knowledge**

**Autumn** – My own timeline, Christmas then and now

<p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> <li>• I know about my own life-story and family's history.</li> <li>• I know how I have changed</li> <li>• I know about changes that have happened within my family lifetime</li> <li>• I know about the lives of the people around them and their roles in society</li> </ul>	<p><u>Significant historical events, people and places in their own locality</u></p> <ul style="list-style-type: none"> <li>• I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul>
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**Spring** – Neil Armstrong (US astronaut) - moon landing, Tim Peake (UK astronaut), Mothering Sunday, Easter

<p><u>Events beyond living memory</u></p> <ul style="list-style-type: none"> <li>• I know about some familiar situations in the past</li> </ul>	<p><u>The lives of significant individuals in the past</u></p> <ul style="list-style-type: none"> <li>• I know about characters from stories, including figures from the past</li> </ul>
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**Summer** – How animals and plants grow and change over time, the King

<p><u>Events beyond living memory</u></p> <ul style="list-style-type: none"> <li>• I know about some familiar situations in the past</li> </ul>	<p><u>The lives of significant individuals in the past</u></p> <ul style="list-style-type: none"> <li>• I know about the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
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**Key Vocabulary**

Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now