

# History – Foundation Stage

## Early Learning Goals

**Understanding the World: Past and Present** • Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### Own Life in the Past

### Lives of Familiar People in the Past

### Lives of Other People in the Past

### Development Matters 3 and 4 Year Olds

Begin to make sense of their own life-story and family's history.

<b>FS1</b>	<ul style="list-style-type: none"> <li>• Enjoy looking at photographs of my younger self.</li> <li>• Understand how they have changed.</li> <li>• Beginning to talk about significant events that I remember happening.</li> </ul>	<ul style="list-style-type: none"> <li>• Name people in my family and recognise them in photographs.</li> <li>• Compare and contrast old and new objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about events that happened in the past.</li> </ul>
<b>Autumn Term</b>	<b>All About Me</b> Bring in Photographs from home of themselves as a baby. Talk about how they have changed. What did you do when you were a baby? What can you do now? How have you changed? Draw and paint a Self-Portrait.	<b>All About Me</b> Bring in photographs from home of their family. Name the people in their family. Talk about what was happening in the photograph. Where was it taken? What were you doing? Do all these people live in your house? Draw a picture of their family. Photographs to be displayed as part of our News from Home board.	<b>Bonfire Night</b> Talk about how and why we celebrate Bonfire night. Discuss firework safety. Make chocolate sparklers.  <b>Remembrance Day</b> Talk about why we celebrate Remembrance Day and why we wear poppies. Make a craft poppy.
<b>Spring Term</b>		<b>People Who Help Us</b> Compare and contrast old and new vehicles such as postman's van, fire engines and police cars. Link to The Jolly Postman Story. <b>Mother's Day</b> Talk about why we celebrate Mother's day and why our Mums and Grandma's are special. Make a present for Mother's day.	
<b>Summer Term</b>	<b>Food Around the World</b> Talking about significant events or experiences such as eating special food, going to a party, going on holiday.	<b>Food Around the World</b> Compare and contrast old and new shops. Link to Handa's Surprise and how food is sold in different countries - market stalls, supermarkets, internet shopping. <b>Father's Day</b> Talk about why we celebrate Father's day and why our Dad's and Grandads are special. Make a present for Father's day.	

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Own Life in the Past		Lives of Familiar People in the Past	Lives of Other People in the Past
<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> </ul>		<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<b>FS2</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family.</li> <li>• Talk about members of their community.</li> <li>• Identify the members of their family.</li> <li>• Talk about their family.</li> <li>• Talk about events from their past.</li> </ul>	<ul style="list-style-type: none"> <li>• Name people who are familiar to them.</li> <li>• Describe people who are familiar to them.</li> <li>• Talk about familiar situations from the past. E.g- Christmas, birthdays and school.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories.</li> <li>• Talk about figures from the past.</li> </ul>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• How did I celebrate Christmas in the past?</li> <li>• What could I do in nursery and what can I do now?</li> </ul>	<ul style="list-style-type: none"> <li>• How did parents celebrate Halloween compared to how they celebrate Halloween?</li> <li>• How did people celebrate Christmas in the Past?</li> </ul>	<ul style="list-style-type: none"> <li>• Schools now and in the past</li> <li>• How our school has changed - look at photos over time. Adults to talk about their school days.</li> <li>• Little Red Hen - making bread now and in the past</li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Places I have travelled to in the past.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Vehicles now and in the past - look at the cars that parents/grandparents had when they were small.</li> </ul>	<ul style="list-style-type: none"> <li>• Trains now and in the past.</li> <li>• Farms now and in the past.</li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• Seaside holidays I have been on in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside holidays when parents and grandparents were little.</li> </ul>	<ul style="list-style-type: none"> <li>• The life of Pirates - what did they eat? How did they travel? What did they wear?</li> <li>• Traditional Stories, e.g. Red Riding Hood - look at how the characters dressed/travelled/cooked etc.</li> </ul>

## History: Key Stage 1

Within Living Memory		Beyond Living Memory	Lives of Significant People	Local History
<b>Year 1</b> <small>Vocabulary – past, present, influence, civilisation, parliament,</small>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Event beyond living memory that of significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Significant historical events, people and place within their locality.
<b>Autumn Term</b>		<ul style="list-style-type: none"> <li>Bonfire Night - To create firework onomatopoeia poems.</li> <li>Remembrance Day - Create poppies from tissue paper to be displayed in local museum.</li> </ul>	<ul style="list-style-type: none"> <li>Julia Donaldson</li> <li>Name a famous person from the past and explain why they are famous - Samuel Pepys hot seating.</li> <li>Life of Axel Scheffler</li> </ul>	
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Create their own family tree and the Royal families.</li> <li>Organise the London landmarks by age - create a timeline.</li> <li>Know what older fire-fighting objects were used for - compare firefighters then and now.</li> <li>Community link - local fireperson visit with equipment.</li> <li>Know that their own toys and grandparents are different - sorting activity/belonging and own family.</li> <li>Community link - Grandparent with toys from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Great Fire of London - research using rainbow groups and select text/photographs.</li> <li>London then and now - watching animation of old London and street layout.</li> <li>The Great Fire of London - how it was rebuilt, time line.</li> </ul>	<ul style="list-style-type: none"> <li>Children to write a diary of Samuel Pepys.</li> <li>Queen fact file</li> </ul>	

<p><b>Summer Term</b></p>		<ul style="list-style-type: none"> <li>• Toys then and now.</li> </ul>	<ul style="list-style-type: none"> <li>• Job roles of people who worked in a castle.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaire to parents about their favourite toys.</li> <li>• Label features of a castle.</li> <li>• Know the name of a famous person, or a famous place, or a famous place close to where they live. Normanby Hall and the Sheffield family - school trip and recount of historical facts learnt on Staff Required Trip and family tree of Sheffield family to be created.</li> <li>• Community link - Letter to living member of Sheffield family.</li> </ul>
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## History: Key Stage 1

Within Living Memory		Beyond Living Memory	Lives of Significant People	Local History
<b>Year 2</b> Vocabulary - past, present, influence, empire, civilisation, parliament, peasantry, change.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Event beyond living memory that of significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Significant historical events, people and place within their locality.
<b>Autumn Term</b>		<ul style="list-style-type: none"> <li>Reading comprehension/sequencing task on archaeologists and palaeontologists.</li> <li>Children to write a Mary Anning Diary using their previous research, reading comprehension and timeline of life - found the first Plesiosaurus fossil.</li> <li>Bonfire night - reading comprehension.</li> <li>Remembrance Day - reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Research Mary Anning - Using internet, books, fact files, photos, library in rainbow groups. To be presented to the class.</li> <li>Mary Anning reading comprehension (cross curricular English).</li> <li>Read Stone Girl, Bone Girl.</li> <li>Mary Anning timeline of life.</li> <li>Diary of May Anning.</li> </ul>	
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>Research Tim Peake - Using internet, books, fact files, photos, library in rainbow groups. To be presented to the class.</li> <li>Reading comprehension of Time Peake.</li> <li>Making a fact file about Neil Armstrong to then be compared to the space travel experiences of Tim Peake.</li> <li>Compare space travel then and now, by creating a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Research the first man to walk on the moon - Using internet, books, fact files, photos, library in rainbow groups. To be presented to the class.</li> <li>Know what we use today instead of a number of older given artefacts - look at the change of space travel/astronauts suits and equipment by producing a time line.</li> </ul>	<ul style="list-style-type: none"> <li>Know about a famous person from outside the UK and explain why they are famous - Neil Armstrong reading comprehension (cross-curricular English).</li> <li>Write questions to ask Neil Armstrong to be used in a letter to Neil Armstrong.</li> <li>Making a fact file about Neil Armstrong to then be compared to the space travel experiences of Tim Peake.</li> </ul>	

<p>Summer Term</p>		<ul style="list-style-type: none"> <li>• .Know about an event or events that happened long ago, even before their grandparents were born, Know that children's lives today are different to those of children a long time ago, research children at our school when it was built. Compare school then and now. Look at photos and maps.</li> </ul>		<ul style="list-style-type: none"> <li>• Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.) Look at the school building and way of life in the past to presents day. Compare/contrast photos and maps.</li> </ul> <p>Community link - Invite local people into school, to talk to the children about the school's past.</p> <ul style="list-style-type: none"> <li>• Know how the local area is different to the way it used to be a long time ago. Look at the steel works. Compare photos past and present.</li> </ul> <p>Community link - Invite present day steel workers in to discuss present day work.</p>
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