

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	UW: To begin to make sense of their own life-story and family's history.			M: To begin to describe a sequence of events, real or fictional, using words such as "first", "then" etc.		
Reception			UW: To comment on images of familiar situations in the past. UW: To compare and contrasts characters from the stories, including figures from the past - Astronauts		ELG (Past and Present): To know some similarities and differences between the things in the past and now, drawing on their experiences and what has been read in the class – dinosaurs, excavation and archeology.	ELG (Past and Present): To understand the past through settings, characters and events encountered in the books read in the class and storytelling,
Year 1	To observe and use pictures, photographs, and artefacts to find out about the past – children's own past. To describe memories and changes that have happened in their own lives. To talk, write and draw about things from the past.	To sequence artefacts and events that are close together in time – Gunpowder plot events. To describe significant individuals from the past – Guy Fawkes, King James I. Queen Elizabeth II and the royal family. To know and recount episodes from stories and significant events in history. To use historical vocabulary to retell simple stories about the past and to talk about the past. Remembrance day St Andrew's day	To describe significant individuals from the past – Scott Falcon (North and South Pole sway) and David Attenborough. To talk, write and draw about things from the past.	St David's Day St Patrick's Day To start to use stories or accounts to distinguish between fact and fiction – legends. To describe significant individuals from the past – Nelson Mandela. To talk, write and draw about things from the past.	St George's Day – legend Earth day – the oil spillage The Queen – Platinum Jubilee – a significant individual, the event celebrated by the whole nation.	To observe and use pictures, photographs, and artefacts to find out about the past - seaside. To identify similarities and differences between ways of life in different periods - seaside. To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.
Year 2	To start to compare two versions of a past event. To explain that there are different types of evidence and sources that can be used to help represent the past. To observe or handle evidence to ask questions and find answers to simple questions about the past on the basis of simple observations. To choose and select evidence and say how it can be used to find out about the past.	Ordering/ timelines- Key events in London's history (GFOL, Guy Fawkes, Olympics, Today) Compare now and in the past- London 1666 to 2021 Recount significant people (see R.E)	History of a significant person- see artist in Art Georges Seurat	Recount significant people/ events- Greta and the historical strikes Ordering timelines- timeline of Greta's life so far and significant events Sources of evidence- looking at different sources of evidence around climate change and the debate-what do we believe and why? Recount significant events and people (RE)	To recount significant events and people (RE) - St George and the dragon - legend Prophet Muhamed The Queen – Platinum Jubilee.	To describe memories and changes that have happened in their own lives.

<p>To order dates from earliest to latest on simple timelines.</p> <p>To know and recount episodes from stories and significant events in history.</p> <p>To understand that there are reasons why people in the past acted as they did.</p> <p>To describe significant individuals from the past – Samuel Pepys.</p> <p>To show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p> <p>To talk, write and draw about things from the past.</p> <p>To use historical vocabulary to retell simple stories about the past and to talk about the past.</p> <p>To use drama/role play to communicate their knowledge about the past.</p>					
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