

History	Autumn	Spring	Summer
N	<p>Begin to make sense of their own life-story and family's history.</p> <ul style="list-style-type: none"> • Spend time with children talking about photos and memories. • Encourage children to retell what their parents told them about their life-story and family. • Encourage children to talk about each other's families and ask questions. 		
R	Develop a sense on the present/ distinguish between real and fictional events		
		My Family	Real Life stories
	<p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> ➤ During dedicated talk time, listen to what children say about their family. ➤ Share information about your family, giving children time to ask questions. ➤ Encourage children to share pictures of their family ➤ Using examples from real life and from books, show children how there are many different families. <p>Comment on images of familiar situations in the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <ul style="list-style-type: none"> ➤ Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. <p>Compare and contrast characters from stories, including figures from the past. Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</p> <ul style="list-style-type: none"> ➤ In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. 		
CG		-Talk about past and present in own life -Be curious about people and places	-Talk about past and present in own life -Talk about main events in a story
1	Develop a sense of time – changes in living memory		
	Personal History	Famous People in the news (-e.g. David Attenborough)	Local News Event
CG	-Explain how I've changed since birth	-Learn how a famous person has had an impact on today	-Ask and answer questions about history

	-Use vocabulary for time (old, new, long ago) to order things		-say why an event is significant
2	Develop a sense of the past beyond living memory		
	Local Study – how Brixington changed	Explorers/ Adventurers – Raleigh/ Drake/ Columbus/ Armstrong/ Amelia Earhart	
			Significant person linked to country study
CG	-Use vocabulary of chronology (past, present, then, now) -Identify differences between times/over time	-Recount interesting facts about someone local -use resources to research a period (e.g. NF books)	- use resources to research a period (e.g. NF books)
3	Understand Chronology		
	Chronology – timelines, significant events	Pre-history	Changes in Lifestyle Stone Age to the Iron Age
CG	-Use vocabulary of chronology (BC, AD, decade) -Order things on a timeline	-Understand the concept of pre-history and ancient times -know that sources and artefacts (e.g. fossils) teach us about the past	-Remember facts about early settlers' lives -order things on a timeline for a specific period
4	Be able to make connections and draw contrasts		
	Ancient Civilisations - Beliefs		Invaders – Romans - Saxons
		Significant events linked to European study	
CG	-Use primary sources (e.g. archaeology) to learn about a period -Know some beliefs held by Ancient Egyptians -Describe the legacy of Ancient Egypt -Revise chronology skills	-Use evidence for your own research -Draw contrasts and connections between places and periods	-Understand concept of invasion and conquest and significant examples -know facts about early invaders and communicate them -give reasons to support an historical argument
5	Select and organise historical information		
		Gathering Information/ Art – Mayans/	Democracy Ancient Greece

CG	-Revise chronology skills	-What are key features of a 'civilisation' -Use artefacts and sources to learn about a specific society	-Understand ancient civilisation's place on a timeline (explain what 'ancient' means, with examples) -Explain the key achievements of Greeks (legacy – e.g. sports/philosophy) -Present <u>some</u> key features of life in Ancient Greece.
6	Understand how knowledge of the past is formed and create own understanding		
	Using Evidence - Victorians	Impact of significant events – WW2	Own History Study
CG	-Use a range of sources to describe a key event -Criticise different viewpoints about the same event (e.g. industrialisation or Empire) -Understand Victorians' place on a timeline	-Know how democracy is different from tyranny (e.g. study of Hitler) -Understand what life was like during the Blitz. What evidence is there for this? -Understand the significance of the Holocaust.	-Test a hypothesis to answer a question -Gather evidence to support/dispute (e.g. choose from a list of contentious lines of enquiry: e.g. 'British Empire was a bad thing.')

