



Nursery	Reception	Year 1	Year 2
<p style="text-align: center;">Understanding the world Past and present</p> <p>ELG 3 and 4-year-olds</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. <p>Talk about themselves - who they live with - who is older? Who is younger? How have we changed? Similarities and differences between their younger selves and themselves now. Be able to talk about changes and show some awareness of the passing of time in relation to them growing up.</p> <p>Key Vocabulary:</p> <ul style="list-style-type: none"> Now Then 	<p style="text-align: center;">Understanding the world Past and present</p> <p>ELG</p> <ul style="list-style-type: none"> 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. <p>Yesterday Today Tomorrow Last week</p> <p>Who Am I? - Recognising changes within themselves.</p> <p>Sequences of events</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Comment on images of familiar situations in the past, notice differences in for</p>	<p style="text-align: center;">Autumn</p> <p>Question: How was life different for the Victorians?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know the main differences between their school days and that of their elders. Organise a number of artefacts by age. Know what a number of older objects were used for. Know what we use today, instead of a number of older given artefacts Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc) <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Changes beyond living memory Chronology Using source work Historical vocabulary - past, present and future Similarities and differences Organise a number of artefacts by age 	<p style="text-align: center;">Autumn</p> <p>Question: Why do we remember the Great Fire of London?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> Know about an event that happened long ago. Know what we use today instead of a number of older given artefacts. Differentiate between things that were here 100 years ago and things that were not. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> Events beyond living memory that are significantly nationally or globally Chronology Using source work Cause and consequence Similarity and difference <p>NC skills: Historical enquiry</p> <ul style="list-style-type: none"> Can they find out something about the past by talking to an older person? Can they answer questions by using a specific source, such as an information book?

example modes of transport long ago, eg...a long time ago cars had not been invented...how did people travel?
Compare and contrast characters from stories including figures from the past...notice some differences for example different styles of dress that may indicate a different time of long ago.
Differentiation between immediate past and longer ago.

Chronology - sequence days of the week, using time adverbials, know and understand a routine
Compare and contrast - what was it then, what is it now?
Similarities and differences - interpretation - what is this a picture of?
Significance - why are key events important? For example bonfire night, Christmas, Easter, Diwali

Key Vocabulary:

- Now
- Then
- Old
- New

- Know what a number of older objects were used for
- Know the main differences between their school days and that of their grandparents
- Explain how we know about the past.
- Know the differences between transport in the past and transport now.

NC skills: Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using a artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

NC skills: Chronology

- Can they recognise that a story that is read to them may have happened a long time ago?
- Can they retell a familiar story set in the past?
- Can they put up to three/five objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Can they tell me about things that happened when they were little?
- Do they know that some objects belonged to the past?

NC skills: Knowledge & Interpretation

- Can they research the life of a famous Briton from the past using different resources to help them?
- Can they explain why eye-witness accounts may vary? (challenge)

NC skills: Chronology

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?
- Can they sequence a set of events in chronological order and give reasons for their order?

NC skills: Knowledge & Interpretation

- Can they 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?
- Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
- Can they explain why Britain has a special history by naming some famous events and some famous people?

Key Vocabulary:

- Plague

		<ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? • Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? (challenge) <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • newest • oldest • difference • past • present • scullery • chamber pot • washer board • chimney sweep • maid • butler • scrubbing brush 	<ul style="list-style-type: none"> • Samuel Pepys • Significance • Consequence • Fire service
		Spring	Spring
		<p>Question: What were toys like in the past?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know that the toys their elders played with were different to their own. • Organise a number of artefacts by age. • Know what a number of older objects were used for. • Differentiate between things that were here 100 years ago and 	<p>Question: Who was responsible for the Titanic sinking?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know that children's lives today are different to those of children a long time ago. • Know what we use today, instead of a number of old artefacts. • Know about an event or events that happened long ago.

things that were not (including buildings, tools, toys, etc

NC Knowledge or skills:

- Changes within living memory
- Chronology
- Using source work
- Historical vocabulary - past, present and future
- Similarities and differences
- Know that the toys their grandparents played with were different to their own.
- Organise a number of artefacts by age.
- Know what a number of older objects were used for.

NC skills: Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?
- Can they answer questions using a artefact/ photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

NC skills: Chronology

- Can they put up to three/five objects in chronological order (recent history)?
- Can they use words and phrases like: old, new and a long time ago?
- Do they know that some objects belonged to the past?

- Know how the local area is different to the way it used to be a long time ago.

NC Knowledge or skills:

- The lives of significant individuals who have contributed to national achievements.
- Chronology
- Using source work
- Similarity and difference
- Cause and consequence

NC skills: Historical enquiry

- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of a famous Briton from the past using different resources to help them?
- Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
- Can they explain why eye-witness accounts may vary? (challenge)

NC skills: Chronology

- Can they use words and phrases like: before I was born, when I was younger?
- Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?

		<ul style="list-style-type: none"> • Can they explain how they have changed since they were born <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they begin to identify the main differences between old and new objects? • Can they identify objects from the past, such as vinyl records? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • console • batteries • lever • entertainment • pulley • factory • figurine 	<ul style="list-style-type: none"> • Can they sequence a set of events in chronological order and give reasons for their order? <p>NC skills: Knowledge & Interpretation</p> <ul style="list-style-type: none"> • Can they explain how their local area was different in the past? • Can they recount some interesting facts from an historical event? <p>Key Vocabulary:</p> <ul style="list-style-type: none"> • Class • Captain Smith • Sink • Iceberg • voyage • passenger • transatlantic • unsinkable • maritime
		<p style="text-align: center;">Summer</p> <p>Question: Why are we called the Potteries?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know the name of a famous person or a famous place close to where they live. • Name a famous person from the past and explain why they are famous <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • The lives of significant individuals who have contributed to national achievements. • Chronology • Using source work 	<p style="text-align: center;">Summer</p> <p>Question: Who were the famous explorers?</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know what we use today instead of a number of older given artefacts. • Know about a famous person from outside the UK and explain why they are famous. <p>NC Knowledge or skills:</p> <ul style="list-style-type: none"> • The lives of significant individuals who have contributed to national achievements. • Chronology • Using source work

- Changes within living memory
- Historical vocabulary - past, present and future
- Similarities and differences

NC skills: Historical enquiry

- Can they answer questions using a range of artefacts/ photographs provided?
- Can they find out more about a famous person from the past and carry out some research on him or her?

NC skills: Chronology

- Can they put up to five objects/events in chronological order (recent history)?
- Can they use words and phrases like: very old, when mummy and daddy were little?
- Can they use the words before and after correctly?

NC skills: Knowledge & Interpretation

- Can they explain differences between past and present in their life and that of other children from a different time in history? (challenge)
- Do they appreciate that some famous people have helped our lives be better today?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past, such as vinyl records?

Key Vocabulary:

- Josiah Wedgwood

- Similarity and difference

NC skills: Historical enquiry

- Can they answer questions by using a specific source, such as an information book?
- Can they research the life of a famous Briton from the past using different resources to help them? (Francis Drake)
- Can they say at least two ways they can find out about the past, for example using books and the internet? (challenge)

NC skills: Chronology

- Can they use the words 'past' and 'present' accurately?
- Can they use a range of appropriate words and phrases to describe the past?

NC skills: Knowledge & Interpretation

- Can they 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?
- Can they give examples of things that are different in their life from that of their grandparents when they were young?

Key Vocabulary:

- explorer
- expedition
- journey
- exploration
- Antarctica
- Ibn Attau
- Edmund Hilary

		<ul style="list-style-type: none">• Doulton• Spode• Clay• Kiln• Fired• Locality• Industry• canal• transport	<ul style="list-style-type: none">• Captain Scott• Christopher Columbus
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