



History

Topics and Skills

2022-2023

Nursery

1. Significant People – Myself

Birth to 3

- Make connections between the features of their family and other families.
- Notice differences between people.

Aged 3-4

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.

2. Significant Event – Holidays

- Explore and respond to different natural phenomena in their setting and on trips.

Aged 3-4

- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.

Reception

1. Significant People – My Family

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- ELG
- Talk about the lives of the people around them and their roles in society.

2. Significant Event – Landing on the Moon

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG

- 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.

Year 1

Topic 1- Significant People – Kings and Queens – Queen Elizabeth

Skills to be covered:

Chronological understanding

- Can they put up to three 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?
- Can they explain how they have changed since they were born?

Knowledge and interpretation

- Do they appreciate that some famous people have helped our lives be better today?
- Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?

- Can they begin to identify the main differences between old and new objects?

Historical enquiry

- Can they ask and answer questions about old and new objects?
- Can they spot old and new things in a picture?

Topic 2 – Significant Event – Gunpowder Plot

Skills to be covered:

Chronological understanding

- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they know that some objects belonged to the past?
- Can they retell a familiar story set in the past?

Knowledge and interpretation

- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
- Can they begin to identify the main differences between old and new objects?
- Can they identify objects from the past such eg gunpowder barrel, vinyl record?
- Can they explain what is meant by a parliament?

Historical enquiry

- Can they answer questions using an artefact/photograph provided?
- Can they give a plausible explanation about what an object was used for in the past?

Year 2

Topic 1- Significant People – Edward John Smith – Captain of the Titanic

Chronological understanding

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

Knowledge and interpretation

- Can they recount the life of someone famous from Britain who lived in the past giving attention to what that person did earlier and what they did later?
- Can they recount some interesting facts from a historical event, such as where the fire of London started?
- Can they give examples of things that are different in their life from that of their grandparents when they were young?

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?

Topic 2 – Significant Event - Olympics

Chronological understanding

- 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 sequence a set of events in chronological order and give reasons for their order?

Knowledge and interpretation

- Can they explain how their local area was different in the past?
- Can they explain why Britain has a special history by naming some famous events and some famous people?

Historical enquiry

- Can they find out something about the past by talking to an older person?
- Can they research about a famous event that happens in Britain and why it has been happening for some time?
- 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?