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| **Nursery** | **Reception** | **Skills** | **Focus Activities** | **CP** |
| * Retell past events in correct order * Remembers & talks about significant times or events for family & friends * Begin to make sense of own life-story & family’s history * Asks who, what, when & how * Bring in photographs, videos, visitor * Preserve memories of special events e.g. make a book, video, photos * Share stories about people from the past who have an influence on the present | * Use talk to organise, sequence and clarify thinking and events * Compare & contrast characters from stories, including figures from the past * Comment on images of familiar situations in the past * Ask questions to find out more & to check understanding of what has been said * Understands questions such as who, why, when, where & how * Engage in non-fiction books * Use talk to organise, sequence & clarify thinking, ideas, feelings & events * Ask questions to find out more & to check understanding of what has been said | **Changes within living memory**  Begin to make sense of their own life-story and family’s history.  Understand the ways I have changed.  Talk about the changes that have happened within my family lifetime e.g. talking to grandparents about holiday etc.  Talk about the lives of the people around them and their roles in society. | **Birthday Crown**  Look at significant events that happened to children each year of their lives – Google form for significant life events  **Timeline of growing up**  Read “Once There Were Giants” by Martin Waddell. Use the language associated with time: **then, before, now, next, soon**.  Draw the children’s attention to how the main character gains new skills with the passage of time: sitting-up, walking, talking, running, starting school. Ask the children to look at the physical changes to the little girl on each page. What is happening to the girl? Why does the little girl think her mum and dad are giants? Do they look like giants as she gets bigger? What is happening to her? Has she really become a giant?  **How have I changed since I was baby?**   * Read “A Chair for Baby Bear” by Kaye Umansky & Chris Fisher**.** Have a selection of different chairs for the children to explore: different sizes, shapes, types and materials used to make the chairs. Model recreating the story. * Draw the children’s attention to the “baby chair.” Is it something the children would use now? Why not? Get the children to think/talk about how they have grown and can’t use the chair anymore. Use this as a starting point to explore other ways the children have changed since they were babies.   Non-fiction books, which shows the different stages of growing up. Heinemann’s “Human Life Cycles” by Anita Ganeri has good images for this task.   * Children to bring pictures of themselves as in each age of their life. Children sequence these on timeline. * Talk about significant events that happen to the children whilst they were different ages. * Selection of toys for babies. Would the children play with them/need them now? Why not? What do they like to play with now? Give the children two hoops and ask them to sort the toys into two groups: ‘toys I played with when I was a baby’ and ‘toys I like to play with now.’ | Floor book for past learning  Conversations with children about what happened in immediate past and significant events from longer ago. E.g. What happened at the weekend, holidays? Talking about celebrations e.g. Birthdays, Christmas  Books and pictures for prompts for for talking about the past. E.g family books.  Reading story tree |
| **Events beyond living memory**  Comment on images of familiar situations in the past   * Moon landing * Dinosaurs | **Dinosaur topic –** looking at the history, look at the work of Mary Anning (see below)  **Moon landing –** Look at videos and pictures about the moon landing. Research into who the different astronauts are. What it is like to be an astronaut in space. |
| **The lives of significant individuals in the past**  Compare and contrast characters from stories, including figures from the past  Understand the past through settings, characters and events encountered in books read in class and storytelling.   * Neil Armstrong (US astronaut) Tim Peak (UK astronaut)   Mary Anning (palaeontologist) | **Astronauts**  Read Look Up then research who is Neil Armstrong, Tim Peake and Helen Sharmin, Mae Jemison?  Research as a class who they are. What did he do? Why was it significant?  **Who was Mary Anning**  Mary Anning – teach who she is. Explain that she discovered fossils of dinosaurs.  Look at variety of different fossils.  **Who were Rosa Parks & Martin Luther King?**  Share their stories. Little people Big Dreams. Talk about why they were significant. |
| **Significant historical events, people and places in their own locality**  Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.   * Christmas * Easter Story * Manor Castle & surrounding area visit * St Oswald’s church | **Trip to Manor Lodge**  Talk about what used to be there. Talk about the Tudors, look at some pictures from these times, looking at the clothes etc.  **Religious stories**  Teach the Easter and Christmas story. |  |

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| End of FS | | |
| Acquire | Apply | I am a historian |
| * Understand the concept of time and that things have happened in the past * Understand their own personal history and how they have changed. * Are able to talk about significant events in their family lives e.g. Birth of a sibling | * Knowing that events can be personal and different people might have different history | * Use language associated with time: **then, before, now, next, soon** * Order events |

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| **Key Vocabulary**  Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now |