

Areas of learning	Skills and Knowledge	Nursery	Reception	Yr1	Yr2	Yr2+
Vocabulary		Family, friends, old, new, special, familiar	Before, after, same, different, long ago, unique	Artefact, timeline, past, present, chronological, sequence, significant, changed, similarities, differences, comparison, empathy, opinion, sources of evidence, memory, viewpoint, Historian, research		
Changes Within Living History Where appropriate, these should be used to reveal aspects of change in national life.	Skills	Begin to ask questions to familiar people. Begin to use the words 'same' and 'different' when talking about their friends and family. Begin to say why they like or dislike something.	Ask questions to familiar people. Use the words 'same' and 'different' when talking about their friends and family. Say why they like or dislike something.	Use a range of sources to find out about the past. Begin to describe similarities and differences of artefacts. Sort artefacts from 'then' and 'now'.	Use a range of sources to find out about people and events in the past. Describe similarities and differences of artefacts. Sort artefacts from 'then' and 'now' and be able to describe the differences.	Compare way of life from different historical periods to own life. Describe the similarities and differences and identify trends.
	Knowledge of:	<ul style="list-style-type: none"> The lives of people who are familiar to them. Characteristics that make them unique Some of the similarities and differences in relation to friends or family 	<ul style="list-style-type: none"> Past and present events in their own lives and in the lives of family members. Others opinion and that children don't always enjoy or experience the same things, and are sensitive to this. 	<ul style="list-style-type: none"> How toys in the UK have changed over the years. 	<ul style="list-style-type: none"> How objects or methods have changed over the years such as medicine. Describing similarities and differences Analysing artefacts 	<ul style="list-style-type: none"> How to identify trends through historical periods. Different historical periods.



Events Beyond Living Memory	Skills	Talk to a familiar person about events i.e. birthdays, Christmas.	Talks to a familiar person about events such as birthdays, that have already happened and future events.	To sequence events in chronological order. Explore the meaning of words related to the topic.	To sequence events and artefacts in chronological order, describe each event and draw a picture. Use words related to the topic.	Sequence events and artefacts. Use dates on a timeline.
	Knowledge of:	• Significant events in their own experience.	• Past and present events.	• Kings, Queens and castles in the U.K	• A significant event in the past. • The Great Fire of London	• What is a timeline and how to create one.
The Lives of Significant Individuals in the Past	To know about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.					
	Skills	Begin to identify and say how they felt and identify feelings. Describe and explain a special event such as birthdays, Christmas, Diwali.	To talk about people in the past i.e. grandparents. Begin to ask simple questions.	Ask and answer simple questions about the topic. Use drama and role play to re-enact the lives of significant individuals.	Emotional awareness and understanding of feelings Explain the impact the life of someone significant from the past had Ask questions using why, what, who, how and find an answer. Use drama and role play and have empathy with the character.	Begin to use the library, e-learning for research. Select and record information relevant to the study.
	Knowledge of:	• Special times or events for family or friends.	• People past and present in relation to their own lives.	• Kings, Queens and castles in the U.K.	• Famous people of past significance, Florence Nightingale • Questioning and finding answers • Using the internet to research significant people from the past	• How to select relevant information to aid learning. • How to use the library/resources for research purposes.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Significant Historical Events</p> <p>To know significant historical events, people and places in their own locality.</p>	<p>Skills</p> <p>Begin to recognise different occupations.</p> <p>Begin to discuss ways of life i.e. I live in a house/ flat.</p>	<p>Recognise and talk about different occupations.</p> <p>Discuss ways of life i.e. I live in a house/ flat.</p> <p>Use the words 'same' and 'different'.</p>	<p>Ask and answer simple questions about the topic.</p> <p>Use drama and role play to re-enact events from a specific time period.</p>	<p>Know how and why occupation was different in the past</p> <p>Compare and contrast life now to that in the past.</p> <p>Use the words 'similar' and 'differences'</p> <p>Ask questions using why, what, who, how and find an answer.</p> <p>Use drama and role play and have empathy with the character.</p>	<p>Begin to use the library, e-learning for research.</p> <p>Select and record information relevant to the study.</p>
	<p>Knowledge of:</p> <ul style="list-style-type: none"> • Different occupations and ways of life such as doctors, fire fighters. 	<ul style="list-style-type: none"> • Different occupations and ways of life such as doctors, fire fighters. • Similarities and differences between themselves and others - families, communities and traditions 	<ul style="list-style-type: none"> • Queens and castles in the U.K. 	<ul style="list-style-type: none"> • Occupations then and now similarities and differences • The Great Fire of London and Samuel Pepys. • How to use the internet to research facts and information 	<ul style="list-style-type: none"> • How to select relevant information to aid learning. • How to use the library/resources for research purposes.

