



LONG DITTON
 INFANT AND NURSERY SCHOOL
 THE HEART OF LONG DITTON SINCE 1911



HISTORY Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
NURSERY	<p>UNDERSTANDING THE WORLD People and Communities</p> <p>Can talk about someone important to me?</p> <p>Am I making friends?</p> <p>Am I beginning to notice differences and similarities between myself and others?</p> <p>The World Do I enjoy playing with small world activities such as a farm, a garage, or a train track?</p>	<p>UNDERSTANDING THE WORLD People and Communities</p> <p>Can I talk about my own immediate family? Can I talk about my family life? Do I engage in role play relating to family life?</p> <p>Am I making friends? Can I recognise any differences and similarities between myself and others?</p> <p>The World Do I enjoy playing with small world activities such as a farm, a garage, or a train track?</p>	<p>UNDERSTANDING THE WORLD People and Communities</p> <p>Do I show interest in the lives of others? Do I talk about personal significant events and special times? Can I identify different jobs people do and ways of life? Can I identify what makes me unique and what makes me different?</p> <p>The World Can I ask questions about the world and where I live?</p>

		Do I notice small details of objects in my surrounding environment	Can I talk about some of the things I've observed in the environment Can I talk about why things happen and how things work Can I changes over time Shows care and concern for living things and the environment
RECEPTION	<p align="center">UNDERSTANDING THE WORLD People and Communities</p> <p>Can talk about someone important to me and why they are important?</p> <p>Am I making friends and trying to be a good friend?</p> <p>Can I notice differences and similarities between myself and others?</p> <p>The World Do I enjoy playing with small world activities such as a farm, a garage, or a train track and engage others in my play?</p>	<p align="center">UNDERSTANDING THE WORLD People and Communities</p> <p>Do I show interest in the lives of others and explain why they are important?</p> <p>Do I talk about personal significant events and special times and explain why they are special to me?</p> <p>Can I identify different jobs people do and ways of life and give examples?</p> <p>Can I identify what makes me unique and what makes me different and recognise these in others?</p> <p>The World Can I ask and answer questions about the world and where I live?</p>	<p align="center">UNDERSTANDING THE WORLD People and Communities 40 – 60 + Months</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions</p> <p>The World</p>

		<p>Can I talk about some of the things I've observed in the environment and why they are happening?</p> <p>Can I talk about why things happen and how things work?</p> <p>Can I talk about changes over time and what is causing the changes?</p> <p>Do I shows care and concern for living things and the environment, and know the importance of caring for things</p>	<p>40 – 60 + Months</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change <p>Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p>
<p>KS1</p>	<p>In KS1 the children will explore 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Year 1 – Dr Barnardo and David Livingston</p> <p>Year 2 – LS Lowry (links to art)</p>		

<p>YEAR 1</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> • To know the history of firework night (link to Literacy firework poems) • To be able to place events in chronological order • To ask and answer questions about the past • To know about homes from the past • To know why we celebrate Remembrance day (Link to Literacy) 	<ul style="list-style-type: none"> • To investigate the lives of significant people from the history of Britain and the wider world – Dr Barnardo, Dr Charles West • To be able to recognise why people did things, why events happened and what happened as a result • To be able identify differences between ways of life at different times 	<ul style="list-style-type: none"> • To learn about the live of Dr David Livingstone. • To identify difference between ways of life at different times. • To find out about seaside entertainment from the past.
<p>YEAR 2</p>	<ul style="list-style-type: none"> • Guy Fawkes (history of plotters, reasoning and looking at a range of evidence • To be able to place events in chronological order To include why people did things, why events happened and what 	<p>Investigating the lives of significant historical events, people and places in their own locality (History Week). Famous People - Neil Armstrong (link to night time topic).</p>	<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>

	<p>happened as a result</p> <ul style="list-style-type: none"> • Identify differences between ways of life at different times and the effects this has had on the modern day. • Learn how to find out about the past from a range of sources of information [for example, stories, eye-witness accounts, pictures and photographs, artefacts, historic buildings and visits to museums, galleries and sites, the use of ICT-based sources] • To ask and answer questions about the past.(including remembrance day and the effect it had on individuals <p>Famous People - Women</p>		<p>Great Fire of London</p> <ul style="list-style-type: none"> • To find out about the past from a range of sources of information. • To work in a team and select art techniques to record a historical event. • To be able to make a timeline of historical events. • To be able to write a diary in the style of a person from 1666. • To use historical artefacts to draw conclusions about an event. • To know what a primary and secondary source of information is.
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