



HISTORY Long Term Planning Overview

	AUTUMN	SPRING	SUMMER
NURSERY	<p>UNDERSTANDING THE WORLD</p> <p>People and Communities 22 – 36 Months</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others <p>The World 22 – 36 Months</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track • Notices detailed features of objects in their environment 	<p>UNDERSTANDING THE WORLD</p> <p>People and Communities 22 – 36 Months</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others <p>The World 22 – 36 Months</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track • Notices detailed features of objects in their environment 	<p>UNDERSTANDING THE WORLD</p> <p>People and Communities 30 – 50 Months</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>The World 30 – 50 Months</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time <p>Shows care and concern for living things and the environment</p>
RECEPTION	<p>UNDERSTANDING THE WORLD</p> <p>People and Communities 22 – 36 Months</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations • In pretend play, imitates everyday actions and events from 	<p>UNDERSTANDING THE WORLD</p> <p>People and Communities 30 – 50 Months</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them 	<p>UNDERSTANDING THE WORLD</p> <p>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</p>

	<p>own family and cultural background, e.g. making and drinking tea</p> <ul style="list-style-type: none"> • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • <p>The World</p> <p>22 – 36 Months</p> <ul style="list-style-type: none"> • Enjoys playing with small-world models such as a farm, a garage, or a train track • Notices detailed features of objects in their environment • <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time ● Shows care and concern for living things and the environment 	<ul style="list-style-type: none"> • Remembers and talks about significant events in their own experience • Recognises and describes special times or events for family or friends • Shows interest in different occupations and ways of life • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family <p>The World</p> <p>30 – 50 Months</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment 	<p>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>40 – 60 + Months</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change <p>Early Learning Goal</p> <p>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>YEAR 1</p>	<p>2015 Curriculum - 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 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 the history of firework night (link to Literacy firework poems) • 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 • why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times. • 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. <p>Famous People - Women</p>	<p>2015 Curriculum - significant historical events, people and places in their own locality (History Week).</p> <p>Famous People - Neil Armstrong (link to night time topic).</p>	<p>2015 Curriculum - 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>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. • To understand how buildings / people and places have change over time.
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- 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]
- Year 1 – Dr Barnardo and David Livingston
- Year 2 – LS Lowry (links to art)