



Subject Content	<p>EYFS Development Matters: Understanding the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories: including figures from the past <p>ELG: (Understanding the World: Past and Present: Talk about the lives of the people around them and their roles in society; 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;</p> <p>KS1 Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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] • significant historical events, people and places in their own locality.
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Our Values				Basic Skills (Reading & Communication)	Personal Development Positive mental and physical wellbeing	Wonderful Words (Vocabulary & Quality Texts)	Memorable Experiences
respect	caring	safety	best				

	FS2	Year 1	Year 2
Chronological understanding	<p>To simply sequence e.g. pictures illustrating a story about the past.</p> <p>To use an increasing range of everyday terms relating to passing of time e.g. past and now</p> <p>To identify simple similarities and differences between past and present events within their own life</p>	<p>To sequence events and objects in chronological order on a class/year group timeline.</p> <p>To use common words and phrases about the passing of time e.g. now, yesterday, when I was younger, a long time ago, before I was born</p> <p>Place known events in the order of when they happened</p> <p>Sort historical objects/ pictures from then and now</p>	<p>To place people, events and objects in chronological order, on a class/year group and individual timeline.</p> <p>To use the words past and present when telling others about an event.</p> <p>To use a variety of historical common words and phrases about the passing of time e.g. recently, when my parents were children, decades, centuries</p>
Historical Interpretation	<p>To use stories, books, pictures, photos, artefacts, buildings to distinguish between fact and fiction.</p>	<p>To use books, pictures, photos, artefacts, buildings, museums to help find out about the past.</p>	<p>To show an understanding that the past can be represented in different ways by comparing books, pictures, photos, artefacts, buildings, museums of people or events in the past.</p>
Historical Enquiry	<p>Talk about a source and make simple observations.</p>	<p>To use historical sources to ask and answer questions about the past</p> <p>To identify similarities and differences between ways of life in different periods</p>	<p>To gather information from simple sources to ask and answer questions.</p> <p>To identify similarities and differences between two or more historical sources relating to the same period, person or event</p>

		To choose parts of stories and other sources to show that they know key features of events	To ask and answer questions choosing and using parts of stories and other sources to show that they know and understand key features
Organisation and communication	Talk about familiar situations in the past	To identify similarities and differences between their own life and ways of life in a given period in the past	To identify similarities and differences between ways of life in different periods
Changes within living memory:	Local History		
	Talk with parents and grandparents about life at school when they were young.	To look at and compare photographs of how the school has changed over time using oral history (parents) to support.	To look at and compare photographs of how Warsop has changed over time using oral history (grandparents) to support.
Events beyond Living Memory that are significant nationally or globally	Cycle 1: Great Fire Of London Cycle 2: Neil Armstrong, the first moon landing Cycle 3: Grace Darling's rescue		
	To know about some events that were significant nationally	To know key facts about two significant events nationally and globally.	Describe events beyond living memory that are significant nationally and globally
The lives of significant individuals in the past who have contributed to national and international achievements.	Samuel Pepys/ Grace Darling / Neil Armstrong		
	Compare and contrast characters from stories, including figures from the past Name a significant person from the past and what they did	To use historical sources to find out about the lives of individuals in the past. Name and recall some key facts about a significant individual in the past	To identify similarities and differences between two historical sources relating to the same period, person or event Name and talk about the lives of significant individuals in the past
Significant historical events people and places in our locality	Hetts Lane School & Warsop (mining)		
		Explore historical events, people and places in own locality	Explore historical events, people and places in own locality

How we will implement History at Hetts Lane

- Planned teaching of history each term through enquiry lessons, which is progressive and provides purpose and meaning for children.
- Skills taken from National Curriculum History aims.
- Children will use history in their classrooms as part of their daily life at school to apply skills taught. For example, linking prior learning, use of terms such as yesterday, last week, last year etc.
- Evidence of history can be seen in individual pupil enquiry books (KS1), class learning journey displays, timelines, on enquiry medium term planning and annotated enquiry organisers.
- Whole wow moments include visits to places of historical interest and visitors into school.
- Cross curricular links with other subjects, e.g. RE festivals throughout history, historical events such as remembrance, Gun powder plot etc
- Class timelines in Year 2, Year 1 shared timeline and timelines introduced in the summer term in Year R.