

	History Coverage for Nursery	History Coverage for Reception	Future Learning –Year 1 Curriculum
Units of study	Using the children's own lives to demonstrate change and passage of time through exploring seasons, birthdays and specific local, national and international festivals or celebrations.	History Association EYFS planning 1. How have I changed since I was a baby? 2. Why do we wear different clothes during the year? 3. What are our favourite celebrations each year?	
Chronology	<p>Past and present - Living memory</p> <ul style="list-style-type: none"> To talk about things that happened yesterday or are happening tomorrow. Remembers and talks about significant events in their own experience Recognises and describes special times or events for family or friends In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird That birthdays are celebrations 	<p>Past and present - Living memory</p> <ul style="list-style-type: none"> To use common words and phrases relating to the passing of time Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class i.e. a long time ago... Understand the past through settings, characters and events encountered in books read in class and storytelling Enjoys joining in with family customs and routines -celebrations Talks about past and present events in their own life and in the lives of family members – family timelines Knows that other children do not always enjoy the same things, and is sensitive to this – all about me Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions – celebrations, exploring spirituality Has a sense of own immediate family and relations and pets That we celebrate someone's birthday every year at the same time because this is when they were born 	<p>Within living memory Beyond living memory</p> <ul style="list-style-type: none"> To place known events and objects in chronological order To sequence events and recount changes within living memory
Key Vocabulary	old, new when I was younger, a long time ago, today, tomorrow	History, present, now, today, yesterday, last week, before my parents were born, before, after, next, last, when I was born, before I was born	nowadays, past
Monarchy	<ul style="list-style-type: none"> Read stories which contain characters who are royal 	<p>Talk about the lives of people around them and their roles in society ie King Charles is the King of the United Kingdom</p> <ul style="list-style-type: none"> Stories from the past in assembly – i.e. Bonfire Night 	<ul style="list-style-type: none"> Queen Victoria was the Queen of England between 1837 and 1901 King Charles II was King during the Great fire of London King Charles III is our current King
Key Vocabulary	King, queen, prince, princess	King Charles	Queen Victoria, King Charles II, King Charles III

Settlement and social history	<ul style="list-style-type: none"> • That dinosaurs once lived on the planet. 	<ul style="list-style-type: none"> • To understand how life has changed over time for their family • Comparing toys from the past with modern day toys • Which toys were popular in the past (withing their parent's lifetimes and beyond) • Talk about features of local change in the context of Clee Hill within their living memory – i.e. roadworks or any new shops/ buildings • 	<ul style="list-style-type: none"> • To know that farms in the past were different to farms today. • To recognise similarities and differences between houses from the past and houses today. • Richer families often lived in town houses in Victorian times and some richer families had servants • There was no central heating in Victorian houses • Lots of Victorian houses are still lived in today • To know what shops/homes/schools were like in the past. • To know how shops/homes/schools have changed and be able to identify similarities and differences between then and now. • To know why these changes have happened. • To know how we know about these changes – i.e. eye witness reports, interviews, photographs. • To know some of the features of local change in the context of Clee Hill • King Charles was King during the Great fire of London • Know when The Great Fire of London happened. • Know how the Great Fire of London started, spread and stopped. • Know what peoples' lives were like in 1666 (houses, food, health, transport) • Know how London has changed, including its buildings, people and transport (houses, narrow streets, fire brigade, electricity). Know what peoples' lives were like in 1666 (houses, food, health, transport).
Key Vocabulary	Dinosaurs, mum, dad, nanny, grandad	Grandad, dad, father, mother, grandmother, baby, daughter, brother, sister, son,	Great Fire of London: , 17 th Century, 1666, monarch, King Charles II, Samuel Pepys, Thomas Farriner, Tower of London, St Paul's Cathedral, River Thames, Pudding Lane, leather bucket, fire hooks, gunpowder, fire carts, bakery, stone oven, diary, artefact, picture, photograph, information, research, Transport: Locomotive, passenger, railroad, carriage, steam engine, Farming: machinery, livestock, combine harvester, Houses and homes terraced, detached, cottage
Equality		<ul style="list-style-type: none"> • That we are all different and that differences should be celebrated • Provide opportunities to overthrow stereotype in occupations. • Opportunities to experience a diverse range of different festivals and celebrations 	<ul style="list-style-type: none"> • To know who Harriet Tubman was and when she lived. • To know what life was like for Harriet Tubman • To know some of the similarities and differences between life then and now. • To know the importance of Harriet Tubman's actions <p>The key events of Harriet Tubman's life and place them on a timeline</p> <ul style="list-style-type: none"> • To know who Grace Darling was and when she lived. <p>To know the importance of Grace Darling's actions</p>

Key Vocabulary		Diwali, Harvest, Christmas, Firefighter (not fire man/ fire woman), Police Officer , Nurse,	Grace Darling: Lighthouse Shipwreck, Coast , Rescue, Heroine, Bamburgh, Northumberland. Museum, Steamship, awarded, Farne Islands, honour, survivors Women who influenced the world: underground railway, slavery, Crimean War
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Autumn | Autumn 2 | Spring | Spring 2 | Summer | Summer 2 | Ongoing