

YEAR ONE							
History		Focuses Look at the History of the school's library bus. Explore how public transport has changed over the years. NC Statement 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. Skills Progression Understand the difference between things that happened in the past and the present. Understand how to put a few events or objects in order of when they happened. Use time lines to order events or objects.	Focuses Learn about the significance of Guy Fawkes to the UK and write some facts. Find out about the first human mission to the moon by reading information and watching video accounts. Take a look into Neil Armstrong's life and how he became an astronaut. Look at a timeline of other missions to the moon. NC Statement Events beyond living memory that are significant nationally or globally. the lives of significant individuals in the past who have contributed to national and international achievements The lives of significant individuals in the past who have contributed to national and international achievements. Some	Focuses Look at the impact of deforestation in the rainforest and understand that the events of the past impact the future. Complete a home learning project about an explorer and then compare past explorers to modern day explorers. NC Statement 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 Progression Say why people may have acted as they did. Write in sentences things found out about the past. Draw pictures and write about them to tell others about the past. Look at books to help find out about the past. Have listened to stories about the past.	Focuses Explore and compare farming across the years and the tools that were used. Starting with 'the first farmers' (beyond living memory), Farming 50-100 years ago (within living memory) and Modern-day farming. NC Statement 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 lives of significant individuals in the past who have contributed to national and international achievements. Skills Progression	Focuses A study of St George and the other UK Patron Saints. A comparison of Queen Elizabeth I and Queen Elizabeth II. A look at the royal family and their family tree. NC Statement 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 Progression Know some things that happened to other people in the past. Say why people may have acted as they did. Write in sentences things found out about the past. Look at books to help find out about the past.	Focuses Explore local author George Eliot and her links to Nuneaton. Study how Nuneaton has changed over the years. NC Statement Significant historical events, people and places in their own locality. Skills Progression Understand the difference between things that happened in the past and the present. Sort events or objects into groups (then and now.) Write in sentences things found out about the past. Look at books to help find out about the past.

			should be used to compare aspects of life in different periods. Skills Progression Look at books to help find out about the past. Have listened to stories about the past. Have found out some facts about people long ago. Have found out some facts about events that happened long ago. Write in sentences things found out about the past. Understand the difference between things that happened in the past and the present. Know some things that happened to other people in the past. Understand how to put a few events or objects in order of when they happened. Use time lines to order events or objects.	Have found out some facts about people long ago. Know some things that happened to other people in the past.	Understand the difference between things that happened in the past and the present. Understand how to put a few events or objects in order of when they happened. Use time lines to order events or objects. Sort events or objects into groups (then and now.) Have found out some facts about people long ago. Have found out some facts about events that happened long ago.	Have listened to stories about the past. Have found out some facts about people long ago.	

YEAR 2

• Study and compare the life and work of Beatrix Potter Recount the main events from a significant event in history (giving some interesting details.) Recount changes in my own life over time.	• Study and compare the lives and work of • Roald Dhal, • Florence Nightingale and • Mary Seacole • and their impact on both national and international nursing. • Understand and use the words past and present when telling others about an event. • Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use time lines to place an event or a significant person. • Understand and use the words past and present when telling others about an event. • Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. • Recount the main events from a significant event in history (giving some interesting details.) • Look at evidence to give and explain reasons why people in the past may have acted in the way they did. • Use information found out about the past to describe the differences between then and now.	The Great Fire of London. Compare fire-fighting in 1666 with today, visit from fire fighters. Samuel Pyeps Castles and knights Exploring the structure and features of a castle and the purposes of each. Researching the role of the knight Understand and use the words past and present when telling others about an event. Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use time lines to place an event or a significant person. Understand and use the words past and present when telling others about an event. Use words and phrases such as: recently, when my parents/carers were children, decades, and centuries.
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	- Describe objects, people or events (From the time of) ... (significant person or event) - Tell stories about the past using story writing skills. - Draw labelled diagrams and write about them to tell others about people, objects or events from the past. <u>Vocabulary</u> Crimean War, peninsular, nurse, hospital, Russia, Turkey, Empire, France, Sardinia, Sevastopol, Charge of the Light Brigade, medicine, healthy diet. Changes beyond living memory. Where appropriate, these should be used to reveal aspects of change in national life 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 Significant historical events, people and places in their own locality.	Recount the main events from a significant event in history (giving some interesting details.) Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Use information found out about the past to describe the differences between then and now. Describe objects, people or events (From the time of) ... (significant person or event) Tell stories about the past using story writing skills. Draw labelled diagrams and write about them to tell others about people, objects or events from the past. <u>Vocabulary</u> city, market town, town, medieval, town walls, river, firebreak, artefacts, diaries, paintings, fire hook, squirter, chain, gunpowder, plague Events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality. Castle, draw bridge arrow slits, portcullis, moat, bailey, keep Knight, squire, joust, armour, battle, sword, shield Events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality
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