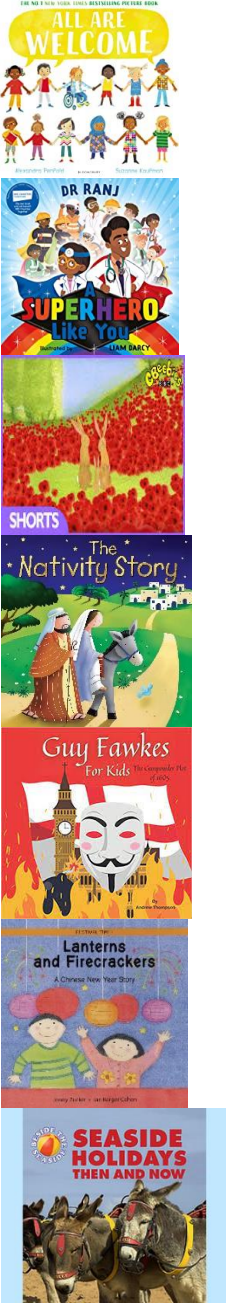


<p>Links to KS1 History</p>	<p>Compare and contrast characters from stories, including figures from the past</p> <p>To know some ways in which life was different when our grandparents/parents were children</p> <p>Comment on images of familiar situations in the past To identify some things that happened in the past</p> <p>Have an understanding of Kings and Queens as rulers. Know who our King is. Talk about members of family and community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Term 1 Shoe boxes from home-me and my family Listen and discuss-who is part of my family Draw photos of family Real life superheroes Nurse visit What will I be I grow up? Draw members of our immediate family in charcoal. Discuss why they are super.</p> <p>Term 2 Gunpowder plot Soldiers uniform now vs the past Remembrance Day Diwali Guru Nanak birthday Our family Christmas traditions Nativity</p> <p>Term 3 Chinese New Year Dentist visit African dance and drumming workshop children's mental health week International Day of women and Girls in science</p> <p>Term 4 Food when I was young How have I changed? Mother's day Easter service</p> <p>Term 5 King Charles study King's coronation Photos of previous coronation Watch video of Queen Elizabeth's coronation Ramadan Eid</p>		<p>Past, present, future, First, next, then Queen, king, ruler, palace, castle, London A long time ago same/different change people lives history artefact past/now modern old new order compare Community, village, town, Firefighter, police officer, job, (names of other jobs in the community)</p> <p>Celebrate, festival, religion, Muslim, Christian, birthday, Christmas,</p>	<ul style="list-style-type: none"> I can discuss who the important people in my family are: parents, siblings, grandparents and pets. I know that my Grandparents are my Mum and Dad's parents. I know that things have changed since my Mum and Dad were little. I know that as I get older I can use a knife and fork, run faster and toilet myself I can talk about how my family celebrates Christmas. I can discuss what I did and saw if/when I have visited London I know that nurses care for sick people, the police protect us and fire services put out fires and attend car crashes and disasters. I know that Hansel and Gretel, Little Red Riding Hood and Goldilocks are stories that have been around for a long time and that Supertato, Superworm and Harry saves the Ocean are new. I know what a phone and typewriter from the past look like and can show how they are used. I know Guy Fawkes tried to blow up the people in charge (parliament) and Queen Elizabeth is King Charles mother I know King Charles lives in London I know Bonfire Night is the celebration of a failed attack of the Houses of Parliament I know people wear poppies to remember the fallen soldiers 	<p>To know that a timeline shows the order events in the past happened To know that we start by looking at 'now' on a timeline then look back. To know that 'the past' is events that have already happened. To know that 'the present' is time happening now. To know that within living memory is 100 years. To know that beyond living memory is more than 100 years ago.</p> <p>To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</p> <p>To know that Britain was organised into kingdoms and these were governed by monarchs. To know some inventions that still influence their own lives today (e.g. toys – the invention of the teddy bear, electronic toys etc.) To know some achievements and discoveries of significant individuals (e.g. explorers). To know that people change as they grow older. To know that throughout someone's lifetime, some things will change and some things will stay the same. To know that everyday objects have changed over time To know that everyday objects have changed as new materials have been invented. To know that there are similarities and differences between their lives today and their lives in the past. To know some similarities and differences between the past and their own lives. To know that people celebrate special events in different ways. To know that everyday objects have similarities and differences with those used for the same purpose in the past</p>
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D-day

Term 6

Seaside holidays in the past

My holidays

Grandparents holidays

Father's day

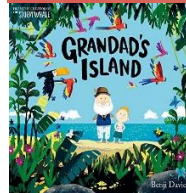
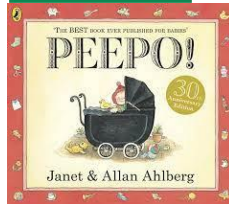
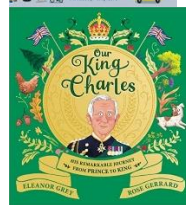
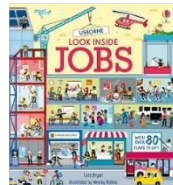
Anniversary of NHS

Additional

Visits from local people- Rev Peter, army, firefighters, police, family members, nurse, dentist
Visits from members of school community- parents and children from non-Christian families
Class time line
Artefacts introduced each term
Little people, big dreams books, video clips- relating to people children show interest in or people relevant to current learning.

Talk about time line and how long ago people lived. Termly artist study- what was their life like?
Talk about how things have changed in our lifetime/year- seasons, new babies, haircuts, skills

Look back over the changes during their first year in school. Create a photographic timeline, showing the things that they can do at the start of the year.



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- I know that families celebrate in different ways
- I know some celebrations / festivals and can say why they are celebrated:
- I know Jesus was born at Christmas
- I know Jesus died at Easter
- I know Diwali is the Festival of Light
- Christmas
- I know Chinese New Year celebrates the start of the Lunar New Year

- I can talk about how the tree in our playground has changed with the season-
 - Leaves fall off it in autumn
 - It is bare in winter
 - it gets blossom in spring
 - the leaves are green in summer

Learn about the lives of significant individuals in the past who have contributed to national and international achievement

The Wright brothers

Mary Kingsley

Amelia Earhart

Dame Ellen MacArthur

Edward the Confessor

William the Conqueror

Learning in EYFS links to KS1 learning in RE- respect and acceptance of other beliefs and cultures