
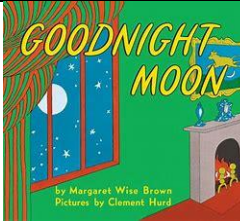
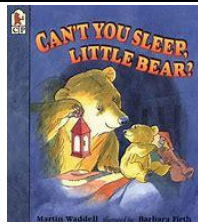
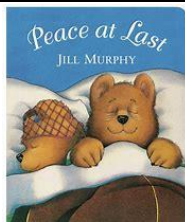


Nursery Past and Present Curriculum

Department for Education Educational Programme Development Matters (Non-statutory) Nursery Year		Our School History Curriculum	
		What?	When?
	<p>→ I know and make sense of my own life-story and my family's history.</p>	<p>Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.</p> <p>Celebrating birthdays. Talking and thinking about how they have grown. Comparisons between babies and children who are 3 and 4</p> <p>Identifying members of their immediate family. Who lives in your house? Daily 'Who's Behind the Door' adult led input where children have opportunity to talk about their family Drawing their families, naming each member Using Twinkl Family Vocabulary Mat to reference and model key vocabulary. Quality texts;</p>  <p>Through story, talking about previous experiences and re-telling familiar stories. Sequencing daily routines linked to Sequece and act out morning routine in 'Happy Home' Sequence and act out bedtime routine in 'Happy Home' Quality texts to support shared talk and thinking about daily routines;</p>	<p>Ongoing Celebrating birthdays as they happen.</p> <p>Autumn 1 – This is Me!</p> <p>Autumn 2 - 'Day and Night'</p>



Key Vocabulary-
First, Now, Next

Reception Past and Present Curriculum

Department for Education Educational Programme Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception		Our School History Curriculum	
		What?	When?
<p>→ I know how to comment on images of familiar situations in the past.</p>		<p>Explore photos of our local area including houses in Chaddesden and our school. Provide children with the opportunities to comment on a familiar place in the past. Talk about some houses being new (just built) and lots of houses being old. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Show images of familiar situations in the past, such as homes, schools and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Autumn 1- What makes me a me?</p>
<p>→ I know how to compare and contrast characters from stories, including figures from the past.</p>		<p>Through guided observations the children are scaffolded to notice what is similar and different and notice how things have changed.</p> <p>Use the Little People, Big Dreams book to find out about David Attenborough.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.</p>	<p>Spring 2- Who lives in a place like this?</p>

→ I know about the lives of people around me and their roles in society.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

Talking about the children's own place in society and belonging to a family. Learning that all families are different and that this is ok. Texts including: The Family Book- Todd Parr, All kinds of families, All are welcome- Alexandra Penfold. Show images of familiar situations in the past, such as homes, schools and transport.



Learning about 'Real Superheroes' and their roles using discussion, photographs, non-fiction and texts such as 'Real Superheroes'- Julie Seal



→ I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class.

Provide varied opportunities for children to act out their own experiences in Role Play areas. Learning about different family traditions such as Christmas and how they may have changed over time.

Autumn 1- What makes me a me?

Spring 1- Who is there to help me?

Autumn 2- What is up above?

→ I know how to understand the past through settings, characters and events encountered in books read in class and storytelling.

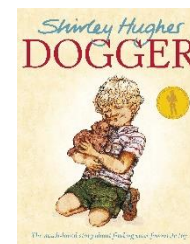
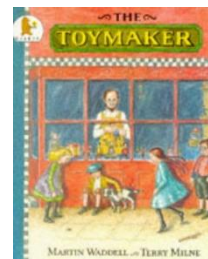
Use photographs to talk about their family's past. Ensure that children understand that photographs tell stories about our past.

Comparing Christmases in the past- How have traditions changed? How are toys different from those that our parents would have had?

Children to share photographs from home.

Use the 'Toymaker' text for discussion about changes.

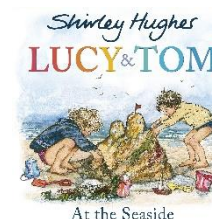
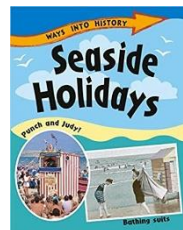
Finding out about Mary, Joseph and Baby Jesus.



Diwali story- Rama and Sita

Remembrance Day- activities, looking at real artefacts. Special celebration Day.

Learning about Holidays in the past. Looking at photographs and non-fiction books, discussing changes in routines, transport and activities that families used to take part in at the seaside.



Look at the history of our local area and school. Compare to now in relation to how much countryside there was and the farmland. Visit a farm.

Researching how farming has changed during the harvest festival.

Summer 2- Where would you like to go?

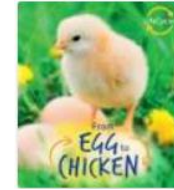
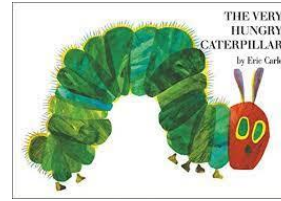
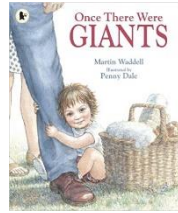
Spring 2- Who lives in a place like this?

Autumn 1- Harvest Festival.

Spring 2- Who lives in a place like this?

Summer 1- What is underneath?

Develop chronology through looking at life cycles, including their own. (Chicks in school, minibeast life cycles of butterflies and frogs)



Daily opportunities for children to talk about what they have been doing (such as over the weekend), are doing at the present time and things they will be doing in the future using language of time such as yesterday, today, now, soon, long ago. This enables children to develop a sense of chronology.

Drawing children's attention to the changing seasons and events that happen every year to develop the sense of chronology.

Key vocabulary- Yesterday, today, tomorrow, next week, old, new, young, grow, long time ago, weekday, weekend, same, different.

Ongoing throughout the year

Year 1 History Curriculum

Department for Education Statutory Guidance

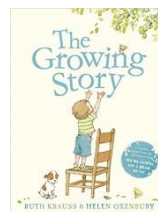
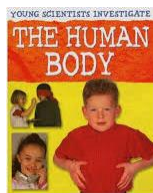
Our School History Curriculum

What?

When?

- I know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- I know about 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)
- I know about 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 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee. Pieter Bruegal the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)

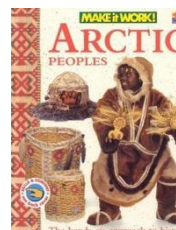
To learn about how people have changed since being born-children to bring in their own photographs from home (including of themselves and if possible their parents/grandparents)



Finding out about Remembrance Day and why it is a significant event each year

Discovering facts about why we celebrate Bonfire Night, learning about Guy Fawkes and the Gunpowder Plot (1605)

Children will learn about Captain Scott's Expedition to the Antarctic in 1912.



Children will learn about the First Lunar Landings-Apollo 11 (1969) Children will find out about Buzz Aldrin, Neil Armstrong and Michael Collins.



Exploring Pirates such as Captain Blackbeard (1700s) and Anne Bonny (1600s)

Autumn 1- What makes our world wonderful? (us and animals)

Autumn 2- What makes our world wonderful?

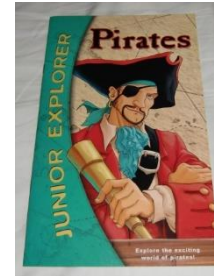
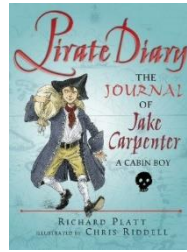
Autumn 2- What makes our world wonderful?

Autumn 2- What makes our world wonderful?

Summer 1- Where in the universe would you like to explore?

Summer 2- Would you like to live next door to a pirate?

→ I know about significant historical events, people and places in my own locality.

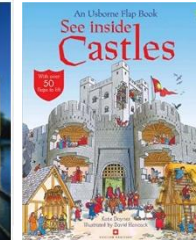
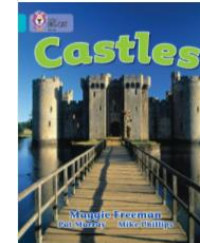
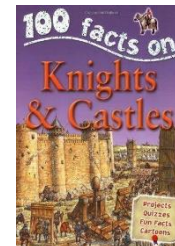
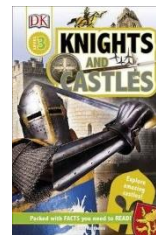


Throughout the year learn children will learn about Vivaldi (each season) to develop a sense of chronology and the changing seasons. Children will understand Vivaldi's occupation and explore his interests and achievements. (16-1700s)

Children will find out facts about Preet Chandi and make comparisons between her and Captain Scott. Preet Chandi is from our city of Derby.

Children will explore castles and find out about the features of them. Children will look at artefacts from the past and begin to ask and answer questions about old and new objects. Medieval (500-1400AD)

Links to Royal Crown Derby will be made during this topic.



Key vocabulary- Year, month, present, past, future, change, events, why, when, where, difference, similar

Ongoing throughout the year

Autumn 2- What makes our world wonderful?

Spring 1- What's inside a castles walls?

Year 2 History Curriculum

Department for Education Statutory Guidance

Our School History Curriculum

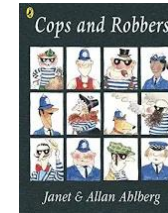
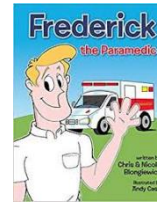
What?

When?

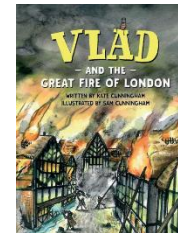
→ I know about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

→ I know about 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)

Children will explore the lives of people working within the emergency services such as Police Officers, Fire Fighters and Paramedics. Changes in these occupations over time will be explored including uniforms, equipment and vehicles. Visits from the local Police and Fire departments will take place.



The children will be taught about the great Fire of London with many cross-curricular links such as writing reports in English and making Tudor houses in Design and Technology. The children will find out about Samuel Pepys.



The children will continue to develop their understanding of Remembrance Day and why it is a significant event each year.

The children will find out about Dinosaurs, using technology to find out facts and dates of when the dinosaurs lived.



Autumn 1- What makes a hero?

Autumn 2- What makes a hero?

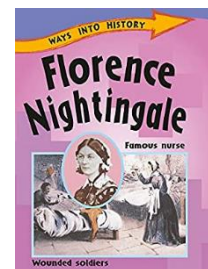
Autumn 2- What makes a hero?

Summer 2- What's inside the egg?

→ I know about 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 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee. Pieter Bruegal the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)

→ I know about significant historical events, people and places in my own locality.

The children will be taught about Florence Nightingale and Mary Seacole as part of the class topic.



The children will find out about Robin Hood and Sherwood Forest (local) with a trip visit. Sherwood Forest will be compared to the Amazon Rainforest.

Key vocabulary- era, timeline, order, feature, significant, Monarchy (king/queen), community, source, artefact, explain

Autumn 2- What makes a hero?

Summer 1- Would you feel lonely living in a forest?