

Big idea	Aspect	Nursery	Reception	Year 1	Year 2
Humankind	Everyday life	<p>Skill: Talk about special times or events that are important to them.</p>	<p>Skill: Talk about past and present events in their own lives and those who are important to them.</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> -Memories are things we remember from the past. -All families are special and different. They are different sizes and have different family members and different life experiences. -All families are special and different. They celebrate events in different ways. -The past only includes things that have already taken place. <p>COVERED X 5</p>	<p>Skill: Describe an aspect of everyday life within or beyond living memory.</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> -In the 1950s, families watched television and ate dinner together. Children played unsupervised in the streets and spent their pocket money on sweets. -In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television. -In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy. -In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing. <p>COVERED X6</p>	<p>Skill: Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Core Knowledge:</p> <ul style="list-style-type: none"> -Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change. <p>COVERED X2</p>

	Hierarchy and Power	<p>Skill: Talk about the actions of kings and queens in stories.</p> <p>Core Knowledge:</p> <p>-Kings and queens are rulers of a country.</p> <p>-In the past kings and queens made rules to decide how people should behave.</p> <p>COVERED X</p>	<p>Skill: Explore and talk about pictures, stories and information books on the theme of royalty.</p> <p>Core Knowledge:</p> <p>-Kings and queens are rulers of a country.</p> <p>-In the past kings and queens made rules to decide how people should behave.</p> <p>COVERED X</p>	<p>Skill: Describe the role of a monarch.</p> <p>COVERED</p>	<p>Skill: Describe the hierarchy of a past society.</p> <p>Core Knowledge:</p> <p>-Hierarchy is a way of organising people in society according to how important they are.</p> <p>-The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.</p> <p>COVERED X2</p>
	Civilisations				
Creativity	Report and Conclude	<p>Skill: Be aware of people and events from the past by sharing books and looking at photographs.</p> <p>Core Knowledge:</p> <p>-Kings and queens are rulers of a country</p> <p>COVERED</p>	<p>Skill: Share stories and talk about events in the past.</p> <p>Core Knowledge:</p> <p>-People travelled to the moon in space rockets.</p> <p>-Neil Armstrong visited the moon.</p> <p>COVERED X2</p>	<p>Skill: Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p>Core Knowledge:</p> <p>-Stories, pictures and role play help people learn about key past events and empathise with historical figures</p> <p>COVERED X4</p>	<p>Skill: Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>Core Knowledge:</p> <p>-Historical information can be presented as a result of a sorting activity.</p> <p>-Diamond ranking is a way of organising information from the most to the least important.</p> <p>COVERED X9</p>

	Communication	<p>Skill: Begin to use words relating to the passage of time when retelling a past event.</p> <p>Core Knowledge:</p> <p>-We change as we grow.</p> <p>COVERED</p>	<p>Skill: Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p>Core Knowledge:</p> <p>-A timeline shows the order in which events happen.</p> <p>COVERED X2</p>	<p>Skill: Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p>Core Knowledge:</p> <p>-Words and phrases used to describe the passing of time include now, yesterday, last week and last year.</p> <p>COVERED X5</p>	<p>Skill: Use the historical terms year, decade and century.</p> <p>Core Knowledge:</p> <p>-Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign.</p> <p>COVERED</p>
Materials	Artefacts and Sources	<p>Skill: Comment and ask questions about objects from the past.</p> <p>Core Knowledge:</p> <p>-Objects from the past can look different to objects today.</p> <p>COVERED</p>	<p>Skill: Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p> <p>Core Knowledge:</p> <p>-Puppets have been used to tell stories all over the world for thousands of years.</p> <p>-A museum is a place that looks after and shows objects and pictures from the past.</p> <p>-Objects from the past can look different to objects today.</p> <p>-Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</p> <p>COVERED X8</p>	<p>Skill: Use a range of historical artefacts to find out about the past.</p> <p>Core Knowledge:</p> <p>-Historical artefacts are objects that were made and used in the past.</p> <p>-First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion.</p> <p>COVERED X5</p> <p>Skill: Express an opinion about a historical source.</p> <p>Core Knowledge:</p> <p>-Historical sources include artefacts, written accounts, photographs and paintings.</p> <p>COVERED X2</p>	<p>Skill: Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p>Core Knowledge:</p> <p>-A memorial is something made to remind people of a significant person or event.</p> <p>-Artefacts provide evidence about the past.</p> <p>-Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch.</p> <p>-The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.</p> <p>COVERED X3</p>

					<p>Skill: Use historical sources to begin to identify viewpoint.</p> <p>Core Knowledge:</p> <p>-A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</p> <p>COVERED X2</p>
Place and Space	Local History	<p>Skill: Explore photographs to show how the school or locality has changed over time.</p> <p>COVERED</p>	<p>Skill: Explore and talk about important events in the school or locality's history.</p> <p>Core Knowledge:</p> <p>-Our school has changed over time.</p> <p>COVERED</p>	<p>Skill: Describe important events in the school's history.</p> <p>Core Knowledge:</p> <p>-Important events in a school's history include celebrations and anniversaries.</p> <p>COVERED X2</p>	<p>Skill: Describe, in simple terms, the importance of local events, people and places.</p> <p>Core Knowledge:</p> <p>-Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>COVERED X3</p>
Comparison	Compare and Contrast	<p>Skill: Begin to notice similarities and differences between life now and in the past.</p> <p>Core Knowledge:</p> <p>-They way people lived in the past is different from the way we live today.</p> <p>COVERED</p>	<p>Skill: Describe some similarities and differences between things in the past and the present.</p> <p>Core Knowledge:</p> <p>-Vehicles have changed over time.</p> <p>-The clothes people wore in the past are different from the clothes people wear today.</p> <p>-Objects from the past can look different to objects today.</p>	<p>Skill: Identify similarities and differences between ways of life within or beyond living memory.</p> <p>Core Knowledge:</p> <p>-Identifying similarities and differences helps us to make comparisons between life now and in the past.</p> <p>COVERED X4</p>	<p>Skill: Describe what it was like to live in a different period.</p> <p>Core Knowledge:</p> <p>-A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</p> <p>COVERED</p>

			<p>-Toys from the past can look different from toys today.</p> <p>-They way people lived in the past is different from how we live today.</p> <p>COVERED X5</p>		
Significance	Significant Events	<p>Skill: Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.</p> <p>Core Knowledge:</p> <p>-Grandparents are your parents' parents.</p> <p>COVERED</p>	<p>Skill:</p> <p>Core Knowledge:</p>	<p>Skill: Identify some key features of a significant historical event beyond living memory.</p> <p>COVERED</p>	<p>Skill: Explain why an event from the past is significant.</p> <p>Core Knowledge:</p> <p>-The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror.</p> <p>-Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1558.</p> <p>COVERED X2</p>
	Significant People		<p>Skill: Share stories and talk about significant people who lived in the past.</p> <p>Core Knowledge:</p> <p>-Some people in history are significant because they did important things that changed the world or how we live.</p> <p>-An explorer is a person who travels somewhere new or unfamiliar.</p> <p>COVERED X2</p>	<p>Skill: Understand the term significant and explain why a significant individual is important.</p> <p>Core Knowledge:</p> <p>-Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</p> <p>COVERED</p>	<p>Skill: Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>Core Knowledge:</p> <p>-Captain James Cook was an 18th century English explorer who went on ocean voyages. He drew detailed maps of New Zealand and discovered Australia.</p> <p>-Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive</p>

					<p>and the impact they have on modern society.</p> <p>-Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past.</p> <p>-Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon.</p> <p>-Paul Cezanne was a 19th century French artist who helped to create a style of art called Cubism.</p> <p>-Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today.</p> <p>-Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</p> <p>-Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries.</p> <p>-Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States. Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.</p> <p>-Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.</p>
--	--	--	--	--	---

					<p>-Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections.</p> <p>-Vasco da Gama was the first European to find an ocean trading route to India.</p> <p>-Roald Amundsen led the first expedition to reach the South Pole.</p> <p>-Neil Armstrong was the first man to walk on the Moon. Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.</p> <p>- Christopher Columbus was the first European to discover the Americas. Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas. Christopher Columbus wanted to find a faster way to the Indies but instead discovered the Americas in 1492. Christopher Columbus brought things to Europe that had not been seen before, such as tobacco.</p> <p>-William Wilberforce was a British activist who successfully campaigned for the abolition of the slave trade in the 19th century.</p> <p>-Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</p> <p>-Mahatma Gandhi was a 20th century activist who successfully campaigned for India's independence from Great Britain.</p> <p>-Martin Luther King Jr was an activist who led the civil rights movement in the United</p>
--	--	--	--	--	---

					<p>States that campaigned for equal rights for black people.</p> <p>-Malala Yousafzai is a Pakistani activist who campaigns for the rights of children to attend school.</p> <p>-Alfred the Great was an Anglo-Saxon king who defeated Viking invaders and became the first king of a unified England. Alfred valued reading and knowledge and translated books from Latin for others to read.</p> <p>-Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England. Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars.</p> <p>-William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch. William I built many castles and introduced the feudal system.</p> <p>-Elizabeth I was a popular Tudor queen who supported exploration, the arts and the Church of England. Elizabeth I strengthened the role of parliament and established religious peace and good relationships with other European countries.</p> <p>-Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era. Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor. Queen Victoria was the first monarch to support</p>
--	--	--	--	--	---

					<p>charities to improve education, hospitals and the lives of the poor.</p> <p>-British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today.</p> <p>-Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022. Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.</p> <p>COVERED X19</p>
Change	Changes over time	<p>Skill: Begin to spot similarities and differences between pictures of the past and the modern day.</p> <p>Core Knowledge:</p> <p>-The past only includes things that have already taken place.</p> <p>COVERED</p>	<p>Skill: Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p>Core Knowledge:</p> <p>-Fairy tales show the clothes that people used to wear a long time ago. Fairy tales show the homes that people used to live in a long time ago.</p> <p>-Machines have changed over time. People have adapted them to make them work better.</p> <p>-The way people lived in the past is not the same as the way that we live today.</p> <p>-The way that people lived in the past is not the same as the way that we live now.</p>	<p>Skill: Describe changes within or beyond living memory.</p> <p>Core Knowledge:</p> <p>-The Victorian era is named after Queen Victoria.</p> <p>-During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</p> <p>-By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</p> <p>COVERED X2</p>	<p>Skill: Describe how an aspect of life has changed over time.</p> <p>Core Knowledge:</p> <p>-Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</p> <p>-In the past, some monarchs had absolute power and could make their own rules and laws.</p> <p>-Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</p> <p>-Queen Victoria was the head of the powerful British Empire, which grew to around 400 million people during her reign. Many people's lives were</p>

			COVERED X7		affected when their countries were colonised. COVERED X4
	British History			<p>Skill: Describe a significant historical event in British history.</p> <p>Core Knowledge:</p> <p>-The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.</p> <p>-A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event.</p> <p>COVERED X3</p>	<p>Skill: Describe and explain the importance of a significant individual's achievements on British history.</p> <p>Core Knowledge:</p> <p>-Important achievements by British individuals include great discoveries and actions that have helped many people.</p> <p>COVERED X2</p>
	Chronology		<p>Skill: Put familiar events in chronological order, using pictures and discussion.</p> <p>COVERED X3</p>	<p>Skill: Order information on a timeline.</p> <p>Core Knowledge:</p> <p>-Photographs can be ordered chronologically on a timeline.</p> <p>-A family tree is a diagram that shows the relationship between generations of people in a family.</p> <p>-A decade is 10 years.</p> <p>-A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.</p> <p>COVERED X8</p>	<p>Skill: Sequence significant information in chronological order.</p> <p>Core Knowledge:</p> <p>-A timeline is a display of events, people or objects in chronological order.</p> <p>-A timeline can show different periods of time, from a few years to millions of years.</p> <p>-A historical period is the duration of a monarch's reign.</p> <p>COVERED X10</p>

