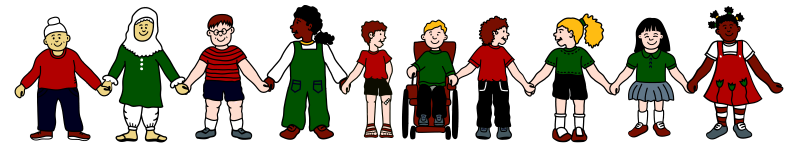


THE
GILES NURSERY
AND
INFANTS' SCHOOL



Curriculum Journey

History

2022-23

Nursery

Subject: History Understanding the World

Term: Autumn

Topic: Nursery Rhymes and Celebrations

Key Vocabulary: Today, tomorrow, old, new, who?, what?, , now, next, before, morning, afternoon

Child initiated learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Daily routines and activities (Autumn main focus C & L and PSED but all areas of EYFS curriculum covered)

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Handwashing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

Activity	Skills	Knowledge
Children to celebrate Rosh Hashanah	To discuss how and why people prepare for and celebrate a special occasion To discuss own personal experiences with peers.	Know how people prepare for special occasions. Know why people celebrate festivals and special occasions. Recognise and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Children to celebrate Diwali	To discuss how and why people prepare for and celebrate a special occasion To discuss own personal experiences with peers. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Know how people prepare for special occasions. Know why people celebrate festivals and special occasions. Recognise and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Read and discuss the story of Apples and Honey.	To listen stories about celebrations and share experiences with peers.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
Read and discuss the story of Rama and Sita.	To listen stories about celebrations and share experiences with peers.	Remembers and talks about significant events in their own experience.

		Recognises and describes special times or events for family or friends.
Children to celebrate Teddies birthday	<p>To discuss how and why people prepare for and celebrate a special occasion To discuss own personal experiences with peers.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Know how people prepare for special occasions. Know why people celebrate festivals and special occasions. Recognise and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>
Children to celebrate Christmas	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p>	<p>Know how people prepare for special occasions. Know why people celebrate festivals and special occasions. Recognise and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>

Nursery

Subject: Understanding the World

Term: Spring

Topic: Jungle animals and growing

Key Vocabulary: Today, tomorrow, old, new, who?, what?, now, next, before, morning, afternoon

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Handwashing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

Activity	Skills	Knowledge
Children to celebrate Chinese New Year	To discuss how and why people prepare for and celebrate a special occasion To discuss own personal experiences with peers.	Know how people prepare for special occasions. Know why people celebrate festivals and special occasions. Recognise and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Read and discuss the story of 'Cleversticks'.	To listen stories about celebrations and share experiences with peers.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
Compare the setting and characters to own lives.		Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
Stories from around the world – Africa	To listen stories about celebrations and share experiences with peers.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
Celebrating Mother's Day.	To discuss how and why people prepare for and celebrate a special occasion To discuss own personal experiences with peers.	Know how people prepare for special occasions. Know why people celebrate festivals and special occasions.

		<p>Recognise and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>
Celebrating Pancake Day and Easter.	<p>To discuss how and why people prepare for and celebrate a special occasion</p> <p>To discuss own personal experiences with peers.</p>	<p>Know how people prepare for special occasions.</p> <p>Know why people celebrate festivals and special occasions.</p> <p>Recognise and describes special times or events for family or friends.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>
Belonging	To discuss what it means to belong.	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>

Nursery

Subject: Understanding the World

Term: Summer

Topic: Sand and water

Key Vocabulary: Today, tomorrow, old, new, who?, what?, now, next, before, morning, afternoon

Daily routines and activities & Child Initiated Learning (indoor & outdoor free-flow - all areas of EYFS curriculum covered)

Morning greeting & getting ready for class

Stop, look & listen

Singing x 3

Story & rhyme time x 2

Handwashing and toilet time

Snack time

Counting activities, shape songs and activities

Adult led activity/Circle Time

Group discussion and sharing news

Preparing for home time

Activity	Skills	Knowledge
Old photos and artefacts of the seaside.	To look at old photos of the seaside and beach. To look at artefacts of the beach and seaside.	Recognises objects related to the beach and the seaside.
Children to celebrate Raksha Bandan by listening to stories	Learn that they have similarities and differences that connect them to, and distinguish them from others.	Recognise and describes special times or events for family or friends.
Children to recall their experiences at Pirate fun day.	Has a sense of own immediate family and relations.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.
Different occupations Role of the shop keeper and assistant in the beach cafe	In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Reception

Subject: Understanding the World

Topic: Construction and Materials linked to the traditional tale of The Three Little Pigs

Term: Autumn

Key Vocabulary: The past, the present, the future, week, month, holidays, weekend, memory, remember, clue, materials

Days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Seasons – January, February, March, April, May, June, July, August, September, October, November, December

Activity	Skills	Knowledge
Introducing Harvest	Beliefs and Practices. Symbols and actions. Discussing how and why people prepare for and celebrate a special occasion. Discussing and recalling with their peers prior knowledge and own personal experiences.	Knowing why people around the world celebrate harvest. Knowing how people gather food for harvest. Knowing why people say than you to a God for harvest. Knowing how and where food is stored. Knowing how harvest is celebrated around the world.
Harvest story	Beliefs and Practices. Symbols and actions. Discussing and recalling with their peers prior knowledge and own personal experiences. Recalling aspects of a story and providing reasons for choice.	Knowing how a harvest celebration is prepared. Knowing right from wrong: red/green choices
Harvest story reflection	Beliefs and Practices. Symbols and actions. Explanation and discussion. Explanation of religious symbols in a church and what they are used for in a ceremony.	Knowing the importance of sharing and what to do for people less fortunate than themselves. Knowing different ways to help/support a friend. Knowing different religious symbols.

Harvest around the world	Beliefs and Practices. Symbols and actions. Recalling of personal experiences. Discussion.	Knowing how harvest is celebrated in different countries around the world. Naming of countries around the world.
Celebrating a Hindu and Sikh festival - Diwali.	Symbols and actions. Retelling the story in their own words using puppets. Using creative media to make own artefacts linked to a celebration. Manipulation of clay to make a Diya lamp. Cutting and sticking. Working within an enclosed space to make a pattern or picture. Discussing a place of worship where Hindus go to celebrate Diwali. Discussing why a candle is lit at ceremonies.	Knowing why Hindus and Sikhs celebrate this festival. Knowing the ways that Diwali is celebrated by their peers, local community and around the world. Knowing the story of Diwali and the characters.
Lighting a lamp a Diwali story.	Symbols and actions. Discussing feelings Discussing personal experiences. Discussing why a candle is lit in religious ceremonies.	Knowing why a candle is an important symbol in Hinduism and other main faiths. Knowing why different religions uses candles in places of Worship.
Exploring a Hindu Shrine	Symbols and actions. Explaining the different artefacts on a Hindu shrine symbolise. Exploring religious artefacts using their senses.	Knowing the names of different artefacts and what they symbolise.
Advent	Symbols and actions. Beliefs and practices. Recalling personal experiences. Explanation of a special event in their lives. Providing ideas about what special items could be placed in an advent calendar. Discussing ways Christians celebrate the birth of Jesus. Discussing religious symbols which are important to Christians at Advent.	Knowing about Advent and what it symbolises.

Nativity story	<p>Symbols and actions. Beliefs and practices. Recalling sequence of events. Recalling the gifts the three wise men/kings gave Jesus. Naming presents. Discussing why Christians perform the nativity to others. Discussing how do many Christians celebrate Christmas.</p>	<p>Knowing the sequence of the nativity story. Knowing the names of the gifts and what they symbolise. Knowing why it is important for Christians to perform the nativity in schools and in churches.</p>
Retell the nativity story (story map).	<p>Symbols and actions. Beliefs and practices. Using repetitive phrases.</p>	<p>Knowing the story, characters and order of events.</p>
Christmas	<p>Symbols and actions. Beliefs and practices. Discussion about giving gifts to others. Discussing what is the best gift to give. Discussion about a gift that costs no money.</p>	<p>Knowing why people like to give gifts. Knowing what giving a gift represents.</p>

Reception

Subject: Understanding the World

Topic: Science investigations and food technology linked to the traditional tale of The Gingerbread Man

Term: Spring

Key Vocabulary: The past, the present, the future, week, month, holidays, weekend, memory, remember, clue, materials

Days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Seasons – January, February, March, April, May, June, July, August, September, October, November, December

Activity	Skills	Knowledge
To explore what happens in a wedding.	Identity and Belonging. Explore what happens at a wedding and discuss what is important about the ceremony. Linking and recalling of personal experiences.	Knowing what a wedding symbolises. Knowing why couples get married. Knowing the promises a couple make to each other. Knowing why a wedding is a celebration
To explore what happens at a wedding.	Identity and Belonging. Explore what happens at a wedding and discuss what is important about the ceremony. Recalling of personal experiences. Discussion of feelings.	Knowing about what is a friendship and it is important to have friends. Knowing what a promise is Knowing what to do when people are not friendly towards others to themselves. Knowing what to do if they see someone who is feeling lonely. Knowing the structure of their family.
To explore what happens to a wedding (vicar from local church)	Identity and Belonging. Discussion. Explanation Questioning	Knowing what a religious person wears to perform a wedding ceremony (Christian) Knowing how a religious person supports a couple getting ready for marriage.
To re-enact a wedding ceremony	Identity and Belonging. Role-play Speaking	Knowing the promises a couple make during a wedding ceremony.

	<p>Recalling of prior knowing about weddings and promises.</p> <p>Responding to music</p> <p>Listening to a bible reading.</p>	
To look at a wedding from a different religion.	<p>Identity and Belonging.</p> <p>Explore similarities between weddings in a variety of cultures and religious traditions.</p> <p>Discussing the similarities and differences of two religious weddings.</p>	<p>Knowing how to compare similarities and differences between two different religious weddings.</p>
Celebrating Chinese New Year.	<p>Beliefs and Practices.</p> <p>Sources of Wisdom.</p> <p>Retelling the story in their own words using wooden figures.</p> <p>Manipulation of materials to make dragons, lucky envelopes, blossom cards, using chopsticks to pick up pom-poms, wool, crepe paper.</p> <p>Cutting and sticking.</p> <p>Working within an enclosed space to make a pattern or picture.</p>	<p>Knowing why Chinese communities around the world celebrate Chinese New Year.</p> <p>Knowing the ways that Chinese New Year celebrated by their peers, local community and around the world.</p> <p>Knowing the story of Chinese New Year and the characters.</p>
Celebrating Pagan festival. (Valentines Day)	<p>Retelling the story in their own words using puppets.</p> <p>Manipulation of paper to make cards.</p> <p>Cutting and sticking.</p> <p>Working within an enclosed space to make a pattern or picture.</p> <p>Colouring in enclosed lines.</p>	<p>Knowing why this festival is celebrated.</p> <p>Knowing the ways that this festival is celebrated by their peers, local community and around the world.</p> <p>Knowing the story of St. Valentine and the characters.</p>
The Creation story	<p>Ultimate Questions.</p> <p>Symbols and actions.</p> <p>Sources of Wisdom.</p> <p>Listening to and discussing aspects of the story.</p> <p>Sequencing of the story.</p> <p>Explaining what objects are alive/appear dead but are alive/dead.</p>	<p>Knowing about the sequence of the Creation story.</p> <p>Knowing what is alive and what natural things appear dead but are alive.</p>
The Creation story linked to a piece of music	<p>Ultimate Questions.</p> <p>Symbols and actions.</p>	<p>Knowing about the sequence of the Creation story.</p> <p>Knowing how recognise their emotions.</p>

	<p>Sources of Wisdom. Listening to and discussing aspects of the piece of music. Sharing of feelings and emotions. Sequencing of the story. Explaining what objects are alive/appear dead but are alive/dead.</p>	
<p>The Creation story linked to a poem and artwork created by different artists</p>	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the poem. Sharing of feelings and emotions. Sequencing of the story. Explaining what objects are alive/appear dead but are alive/dead.</p>	<p>Knowing about the sequence of the Creation story. Knowing how artists link their work to stories/music etc.</p>
<p>Making a Mother's Day card.</p>	<p>Beliefs and Practices. Discussing the role of a mother or another significant female person in the child's life. Discussing what makes them special. Hand printing in the correct place. Printing shapes in the correct place. Writing own name.</p>	<p>Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Mother's Day.</p>
<p>The Palm Story and looking at a painting 'Our Lord's Entry into Jerusalem' by Christopher Gosey.</p>	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Listening to and discussing aspects of the story. Sequencing of the story. Discussing aspects of the painting, e.g. the curvature of the shapes within the painting. Linking to personal experiences.</p>	<p>Knowing the story of Jesus riding into Jerusalem. Knowing how Christians celebrate Palm Sunday. Knowing the palm cross is a significant symbol with Christians.</p>
<p>The Easter story</p>	<p>Ultimate Questions. Symbols and actions. Sources of Wisdom. Discussing what Easter represents.</p>	<p>Knowing the Easter story. Knowing about significant symbols in the Christian church.</p>

	<p>Listening to and discussing aspects of the story.</p> <p>Sequencing of the story.</p> <p>Linking to personal experiences.</p>	
Easter symbols	<p>Ultimate Questions.</p> <p>Symbols and actions.</p> <p>Sources of Wisdom.</p> <p>Discussing the importance of the different Easter symbols and the role, they play.</p> <p>Linking to personal experiences.</p>	<p>Knowing the Easter story.</p> <p>Knowing about significant symbols in the Christian church.</p>
A story linked to the Easter story	<p>Ultimate Questions.</p> <p>Symbols and actions.</p> <p>Sources of Wisdom.</p> <p>Discussing what Easter represents.</p> <p>Listening to and discussing aspects of the story.</p> <p>Sharing of feelings and emotions.</p> <p>Linking to personal experiences.</p>	<p>Knowing the Easter story.</p> <p>Knowing about significant symbols in the Christian church.</p>
Making an Easter card.	<p>Beliefs and Practices.</p> <p>Symbols and actions.</p> <p>Sources of Wisdom.</p> <p>Creating a pattern using lines and shapes.</p> <p>Sticking the chick in the correct place.</p> <p>Adding the details of the features of an animal.</p> <p>Writing own name.</p>	<p>Knowing that a line means an enclosed space.</p> <p>Knowledge of how to create a pattern.</p> <p>Knowledge of colours.</p> <p>Knowledge of how to write own name.</p> <p>Understanding why we celebrate Easter.</p>

Reception

Subject: Understanding the World

Topic: Life cycles and Growing linked to the traditional tale of The Little Red Hen

Term: Summer

Key Vocabulary: The past, the present, the future, week, month, holidays, weekend, memory, remember, clue, materials

Days of the week – Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Seasons – January, February, March, April, May, June, July, August, September, October, November, December

Activity	Skills	Knowledge
The role of the vicar in a church ('Puddles Lends a Paw')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussion. Recalling personal experiences. Acting out aspects of the story.	Knowing what a vicar is. Knowing who can help/support the vicar in church.
A Hindu story ('The Lion and the Jackal')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to deal with tricky situations.	Knowing what was right/wrong/unfair in the story. Knowing fairness and how to deal if a person plays a trick you.
A Buddhist story ('The Donkey in the Lion's skin')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to treat people kindly.	Knowing what was right/wrong/unfair in the story. Knowing how to treat other people.
Brown Fox tricks Stork' (Interactive story)	Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to treat people kindly and with respect.	Knowing what was right/wrong/unfair in the story. Knowing how to treat people kindly and with respect.
Aesop fable ('The Grasshopper and the Ant')	Justice and fairness. Human Responsibility and values. Listening to a story. Discussing what is right/wrong/unfair. Discussing how to work together and as a team.	Knowing what was right/wrong/unfair in the story. Knowing ways to work together as a team to get a job done.

Prayer and reflection	Prayer, worship and reflection. Being able to sit and reflect. Feeling safe. Discussing emotions and feelings. Discussing where in the classroom could the children go to have quiet moments.	Knowing their own emotions and feelings. Knowing areas in the classroom to go to, to have a quiet time.
Creating a prayer ('Six prayers from different faiths)	Prayer, worship and reflection. Listening to the different prayers. Generating ideas to go into a prayer.	Knowing what a prayer is. Knowing what the common theme is in all the prayers. Knowing what would be acceptable thoughts to go into a prayer.
Important places in the home – why are they special? (Read 'Sally's Secret' by Shirley Hughes')	Prayer, worship and reflection. Listening to the story. Discussing places which are important to the children. Listening to others contributions.	Knowing about feeling safe. Knowing where they like to go to play/reflect/be quiet.
Important places in the school – why are they special	Prayer, worship and reflection. Listening to the story. Discussing places which are important to the staff/ children. Listening to others contributions.	Knowing places in Reception area and school. which are special to different people.
Important places in the local community - why are they special	Prayer, worship and reflection. Listening to the story. Discussing places which are important to the staff/ children. Listening to others contributions.	Knowing places in the local community which are special to different people.
Visit to a local church – looking at Christian symbols and artefacts which are important to the Christian community.	Prayer, worship and reflection. Listening to the vicar and people who work along side. Discussing the importance of Christian symbols and artefacts. What are their roles.	Knowing what symbols and artefacts are important to Christians.
Making a Father's Day card.	Beliefs and Practices. Discussing the role of a father or another significant male person in the child's life. What makes them special. Printing shapes in the correct place. Hand printing in the correct place. Adding the details of the features of a shirt.	Knowing that a line means an enclosed space. Knowledge of colours. Knowledge of how to write own name. Understanding why we celebrate Father's Day.

	Writing own name.	
Celebrating 'One World Week'.	<p>Sources of Wisdom.</p> <p>Retelling the story in their own words using wooden figures.</p> <p>Manipulation of materials to make doves, rainbows.</p> <p>Artwork to create a Noah's Ark and the animals, iPad drawings to create rainbows.</p> <p>Counting the animals in 2s into Noah's Ark.</p> <p>Working within an enclosed space to make a pattern or picture.</p>	Knowing the Christian story of Noah's Ark.

Year 1

Term: Autumn

Subject: Toys

Chronological/historical key vocabulary: past, now, different, similar, changes

Topic Key Vocabulary: frayed stitching, patchy fur, rocking horse, cup and ball, Jacob's ladder, spinning top, wooden acrobats, flicker books, peg dolls, skipping ropes, doll house, marbles, match box cars, bears, materials, plastic, wood, paint, metal, design, movement, mechanical, moving parts, inventions, timeline

Activity	Skills	Knowledge
<p><u>Queen Victoria</u> Introduce Queen Victoria and talk about the 1900s-</p> <ul style="list-style-type: none">• Begin by showing the children the PowerPoint and show the slide of young Queen Victoria. Don't reveal to children who it is.• In talking partners children discuss who they think the famous person could be looking for clues in the picture.• Children to generate questions that they would like to ask the person in the picture.• Reveal that the person is Queen Victoria and look at facts about her life in the PowerPoint.	<p>-They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. (National Curriculum)</p>	<p>-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. (National Curriculum)</p>

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<p><u>Toy Workshop</u> Children experienced/handled a range of toys from the past. Look and play with the museum artefacts and discuss. Compare old version of toy to modern version e.g. doll, train etc. What is the same/ different? Encourage children to consider:</p> <ul style="list-style-type: none"> - Design - Material - Looks - Movement <p>Cross Curricula link with English exploring non-fiction text about toys from the past looking at dates the toys were invented/made.</p>	<p>-identify similarities and differences between ways of life in different periods. (National Curriculum)</p>	<p>-They should use a wide vocabulary of everyday historical terms. (National Curriculum)</p>
<p><u>To decide whether an object is old or new</u> Make comparisons between old and new bears. Label the parts of an old/new bear (e.g. patchy fur, arm missing, frayed stitching) Cross curricula link with English.</p>	<p>National Curriculum: identify similarities and differences between ways of life in different periods.</p>	<p>They should understand some of the ways in which we find out about the past. (National Curriculum)</p> <ul style="list-style-type: none"> •To use everyday words and phrases to describe an artefact.

Year 1

Term: Spring

Subject: Local area/ Stevenage Clock Tower

Chronological/historical key vocabulary: in the past, today, now, living memory, grandparents' time, different, timeline, photographs

Topic Key Vocabulary: Clock tower, Old Town, New Town, St Nicholas Church, community, village, horse drawn carriages, market, town centre, local, Queen

Activity	Skills	Knowledge
<p>How were homes long ago different from homes today?</p> <p>Show the children a large picture of a Victorian of a Victorian home. Tell them they are going to find out about the sorts of homes people lived in a long time ago. Using the knowledge, they have developed through the previous activity, ask the children to identify the key features they can see (Geography). What is different about this home from modern homes? Is it made from the same material? Are the windows the same shape? How do they open and close? What is different about the front door?</p>	<p>National Curriculum: They should ask and answer questions.</p>	<p>National Curriculum: identify similarities and differences between ways of life in different periods.</p>

<p>What would we find inside people's homes a long time ago?</p> <p>Read the children a story set in a Victorian home and show them pictures of different rooms in the home. Ask them to identify each room using the furniture and household objects as clues.</p> <p>Encourage the children to notice and describe as many objects as they can in each picture. Ask them to use their knowledge about their own homes to identify those objects in the picture that are the same as today's, those that are different but recognisable, and those they do not know anything about.</p> <p>Use the children's suggestions and ideas to develop a word bank of new nouns and adjectives.</p>	<p>National Curriculum: They should ask and answer questions.</p>	<p>National Curriculum: identify similarities and differences between ways of life in different periods.</p>
<p>What can we find out about Victorian or Edwardian times from looking at household objects?</p> <p>Give the children Victorian household objects to feel, smell, weigh and speak about. Using one of the objects, work with the children to develop a set of questions to ask. <i>Is it heavy or light? Has it been painted? Is it decorated? What is it made of? What is it? How do we know it is old? What was it used for? Where would it be used? What do we use today?</i></p> <p>Discuss with the children how the objects would have been used, eg that a flat-iron had to be heated on a stove before being used to iron.</p>	<p>National Curriculum: They should ask and answer questions.</p>	<p>National Curriculum: identify similarities and differences between ways of life in different periods.</p>

<p>Wash day</p> <p>Compare modern day appliances with Victorian. E.g. electrical washing machine- dolly peg and tub.</p>	<p>National Curriculum: They should ask and answer questions.</p>	<p>National Curriculum: identify similarities and differences between ways of life in different periods.</p>
<p>Local History – Stevenage Clock Tower</p> <p>After the Second World War Stevenage in Hertfordshire was the first, out of twenty-nine, ‘new towns’ to be built. This moment was commemorated with the building of the clock tower and with the subsequent Queens visit (20.04.1951) to the new town square, Queensway.</p> <p>Plot the timeline of the history of Stevenage Clock Tower and town centre.</p>	<p>National Curriculum: They should know where the people and events they study fit within a chronological framework</p>	<p>National Curriculum: significant historical events, people and places in their own locality.</p>

Year 1

Term: Summer

Subject: Queen Victoria/ Victorian Seaside

Chronological/historical key vocabulary: Victorian, a long time ago, past, now, different, similar,

Topic related vocabulary: British, famous, monarchy, king, queen, coronation, heir, rein, artefacts, portrait, royal, important, penny lick, seaside, beach, bathing huts, bathing suit, promenade, pier, Punch and Judy, donkey rides, metal bucket, wooden spade, plastic bucket, plastic spade, swimming costumes, steam train

Activity	Skills	Knowledge
<p>What were seaside holidays like when our parents/carers and grandparents were young?</p> <p>Give the children packs of photographs or pictures showing seaside holidays today and when their parents/carers and grandparents were young. Help them to find clues to what holidays used to be like.</p> <p>Ask children to sequence the photographs or pictures into chronological order: now; when my mum/dad/carer was young; when my gran/grandad was young. Talk about the clues they used to help in the sequencing, <i>e.g. clothes, hairstyles, vehicles, buildings</i>, and use the</p>	<p>National Curriculum: Identify similarities and differences between ways of life in different periods.</p>	<p>National Curriculum: They should know where the people and events they study fit within a chronological framework.</p>

<p>discussion to reinforce time-related vocabulary, <i>e.g. recent, modern, older, and oldest.</i></p>		
<p>What is different and what is the same about seaside holidays now and then?</p> <ul style="list-style-type: none"> • Give the children packs of photographs or pictures showing seaside holidays now and when their parents/carers and grandparents were young. • Ask the children to look carefully at the photographs or pictures. <i>Are there cars in all the photos? Are there ice-cream sellers? Are there families sitting on the sand? Are there people wearing swimsuits?</i> Ask the children to identify and write down three things that are similar in all the photographs or pictures and three that are different. 	<p>National Curriculum: Identify similarities and differences between ways of life in different periods.</p>	
<p>What do old black and white postcards tell us about seaside holidays in the past?</p> <p>Children to draw a Victorian postcard using previously acquired pencil skills.</p>	<p>National Curriculum: They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	

Year 2

Term: Autumn

Subject: Healthy Me / An Island Home

Topic: Guy Fawkes

Chronological/historical key vocabulary: significant, chronological order, research, historians, newspapers, era, impact, evidence, experts, decade, century, ancient

Chronological key Vocabulary: traitor, treason, King James, plotters, Protestant, Parliament, The Stuarts, Guy Fawkes, The Gunpowder Plot, Catholic

Topic: Remembrance Day

Chronological/historical key vocabulary: significant, chronological order, research, historians, newspapers, era, impact, evidence, experts, decade, century, memorial, empathy

Activity	Skills	Knowledge
Guy Fawkes – investigate pictures, what can we see?	* Interpretations of history: compare pictures or photographs of people or events in the past * Range and depth of historical knowledge: find out about people and events in other times	* events beyond living memory that are significant nationally or globally

Guy Fawkes – research the Gunpowder Plot and answer questions	* Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers	* events beyond living memory that are significant nationally or globally
Guy Fawkes – sequence the Gunpowder Plot story	* Chronology: sequence events	* events beyond living memory that are significant nationally or globally
Guy Fawkes – understand some of the differences in how Guy Fawkes lives compared to people today, looking at clothes and items that could be used	* Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers	* events beyond living memory that are significant nationally or globally
Remembrance Day – watch DVD about WW1, looked at photos and artefacts belonging to a WW1 soldier, role play feelings, make poppies	* Range and depth of historical knowledge: find out about people and events in other times * Range and depth of historical knowledge: develop empathy and understanding	* events beyond living memory that are significant nationally or globally
<p>Ongoing skills:</p> <p>Develop a wide vocabulary of everyday historical terms.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		

Year 2

Term: Spring

Subject: A Land Far, Far Away (Antarctic and Native Americans)

Topic: Robert Falcon- Scott

Chronological/historical key vocabulary: significant, chronological order, research, historians, newspapers, era, impact, evidence, experts, decade, century, ancient, explorers, travel, encounter, pioneer, enquiry, empathy, expedition

Topic related key vocabulary: Antarctic, South Pole, British, hero, exhausted, starving, cold

Topic: Native Americans

Chronological/historical key vocabulary: significant, chronological order, research, historians, newspapers, era, impact, evidence, experts, decade, century, ancient, explorers, travel, encounter, pioneer, enquiry, empathy, expedition

Topic related key vocabulary: tipi, totem pole, canoe, dream catcher, feathers, head dress, bow and arrow

Activity	Skills	Knowledge
Robert Falcon-Scott – Look at a photos as evidence and ask and answer questions	* Interpretations of history: compare pictures or photographs of people or events in the past – finding out about the past using evidence. * Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers	* events beyond living memory that are significant nationally or globally

	* Range and depth of historical knowledge: find out about people and events in other times	
Set 'Race to the Pole' within a timeline of key world events. Sequence Scott's race to the pole.	* Know where the people and events they study fit within a chronological framework and sequence events. * Use parts of stories and other sources to show they know and understand key features of events. * Range and depth of historical knowledge: find out about people and events in other times	* events beyond living memory that are significant nationally or globally
Does Robert Falcon Scott deserve a knighthood?	* Drawing evidence from a range of sources to develop understanding. * Show that they know and understand key features of events. * Range and depth of historical knowledge: develop empathy and understanding	* events beyond living memory that are significant nationally or globally * know about the lives of significant individuals who have contributed to national and international achievements.
Amundsen / Scott fact files – comparing approaches to expedition to the pole.	* Drawing evidence from a range of sources to develop understanding. * Show that they know and understand key features of events * Range and depth of historical knowledge: find out about people and events in other times	* events beyond living memory that are significant nationally or globally * know about the lives of significant individuals who have contributed to national and international achievements.
Compare modern and vintage polar clothing from Scott Polar Institute.	* Similarities and differences between ways of life in different periods * Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers	* events beyond living memory that are significant nationally or globally
Native Americans – Look at photos as evidence, ask and answer questions to find out about life as a Native American. Set within a timeline of key world events.	* Interpretations of history: compare pictures or photographs of people or events in the past – finding out about the past using evidence. * Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers.	* events/ life beyond living memory that are significant nationally or globally

	* Know where the people and events they study fit within a chronological framework and sequence events.	
Life of famous Native Americans, including Pocahontas – Links to writing Non-fiction text in English.	<p>* Drawing evidence from a range of sources to develop understanding.</p> <p>*Show that they know and understand key features of events and people’s lives.</p> <p>* Range and depth of historical knowledge: develop empathy and understanding</p>	<p>*events/ life beyond living memory that are significant nationally or globally</p> <p>*know about the lives of significant individuals who have contributed to national and international achievements.</p>
<p>Ongoing skills: Develop a wide vocabulary of everyday historical terms. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		

Year 2

Term: Summer

Subject: Nature Detectives (Habitats and Life Cycles)

Topic: The Great Fire of London

Chronological/historical key vocabulary: significant, chronological order, research, historians, newspapers, era, impact, evidence, experts, decade, century, danger, investigate, diary, empathy

Topic Key Vocabulary: burning, smoke, escaping, River Thames, Tower of London, fire, buns, leather bucket, bread, axe, King Charles, Pudding Lane, bakers, Samuel Pepys fireman, The Monument

Activity	Skills	Knowledge
Children find out some of the ways in which London has changed. Learn about London as a capital. What is it like? How is it changing? Who lives there? (Multicultural Britain)	* Interpretations of history: compare pictures or photographs of people or events in the past – finding out about the past using evidence. * Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers	To develop an awareness of the past
Find out some of the ways in which how we live now is different and similar to how people lived in 1666. Health and hygiene/the plague Great Fire of London workshop	* Drawing evidence from a range of sources to develop understanding. * Similarities and differences between ways of life in different periods	To identify differences and similarities between ways of life in different periods
Find out about how the Great Fire started and spread across London	* Show that they know and understand key features of events * Range and depth of historical knowledge: find out about people and events in other times	To know and understand key features of an event beyond living memory that are nationally significant

<p>Understand how we know about the Great Fire of London.</p> <p>Learn about Samuel Pepys and use his diary as a source of evidence.</p>	<p>* Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers.</p> <p>* Interpretations of history: compare pictures or photographs of people or events in the past – finding out about the past using evidence.</p> <p>*Show that they know and understand key features of events and people’s lives.</p>	<p>To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire</p>
<p>Find out how London was rebuilt after the Great Fire.</p>	<p>* Historical enquiry: use a source – why, what, who, how, where to ask questions and find answers.</p> <p>* Interpretations of history: compare pictures or photographs of people or events in the past – finding out about the past using evidence.</p> <p>*Show that they know and understand key features of events and people’s lives.</p>	<p>To understand key features of events, choosing and using parts of stories and asking and answering questions</p>