



Nursery		
Autumn: I am special, I am me!	Spring: All aboard!	Summer: Food!
<p>Range 4: Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Range 4: Has a sense of own immediate family and relations and pets.</p>	<p>Range 5: Shows interest in the lives of people who are familiar to them</p> <p>Range 5: Shows interest in different occupations and ways of life indoors and outdoors</p>	<p>Range 5: Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Range 5: 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>
<p>Progression of history skills (Emerging)</p> <ul style="list-style-type: none"> • Understanding past and present • Able to ask simple questions • Able to answer simple questions verbally <p>How have my family and I changed? What has changed about me? Comparing photos themselves as babies to now past/now same/different</p> <p>How do I know the order of my photographs? Children bring in photos of themselves at different stages (baby, toddler, aged 3, present) this time encourage children to put in chronological order - past to present. verbally describe themselves, changes - how do they know the right order?</p> <p>How do I compare with my older family members? Look at family members - invite in talk about what they did at that age (bring photos) - start to ask simple questions</p>	<p>Progression of history skills (Developing)</p> <ul style="list-style-type: none"> • Understanding past and present • Able to ask simple questions • Able to answer simple questions verbally <p>How has transport changed? What is different about trains from the past to now? Trip to steam train/ new train station Children make observations drawn from trip. Show videos of trains now. How do we know which are old and which are new? What is the same What is different?</p> <p>How have planes changed from the past? Read the story Emma Jane Aeroplane. Cut up a picture of a new plane, swap one wing with the wing from the first plane. Ask the children to put the picture back together, like a jigsaw. What is the odd part out? How do they know? Look at pictures/videos of planes then/now and discuss.</p> <p>What order do events happen? Read the story of One pig went for a drive. Order the events in chronological order as they happen. (Beginning to think about chronological order)</p>	<p>Progression of history skills (secure)</p> <ul style="list-style-type: none"> • Understanding past and present • Able to ask simple questions • Able to answer simple questions verbally <p>How has what we eat changed? What has changed about our food? Taste testing. Children sample stew and bread and then pizza. Discussion – which do we prefer? Do we still eat stew etc today? What is different? – use of microwaves, electric cooker show pictures of these. Encourage children to ask questions about food.</p> <p>What has changed about food packaging? Cover cardboard boxes in old labels e.g gravy. Bring in current items to compare. Be a museum curator – which items could I display together to compare? Hands on exploring the sources what can we say comparing and contrasting. Can they give an opinion about which packaging catches their eye more?</p> <p>Am I able to describe the changes using a rhyme to help me?</p>

<p>How have toys changed from the past to now? Ask staff to bring in childhood toys, mixing tough tray with modern toys. Discuss with the children the differences, looking how these may have changed. What are they made from? Is it an old or new toy? How do we know?</p> <p>Subject specific activities: Human timeline- using pictures of themselves growing up. Painting someone who is special to me and why. Creating a family tree. Create a Sandon Family Tree(We are family). Compare old photographs to new photographs- Black and White to colour. Remembrance Day</p>	<p>How have cars changed from the past? Teacher introduces wearing a headscarf and goggles. Why do we need to wear these to go for a drive? Compare cars from then and now. Same different? How can we tell which are old?</p> <p>Subject specific activities: People Who Help us- Invite a Fire Engine and Police Car into school for the children to explore. Look at old cars to new cars. Make cardboard aeroplanes, life-sized and go and fly on the field. Home Learning opportunities- Send in a photograph of you on your holiday or special day out. How did you get there?</p>	<p>Children learn the rhyme Polly put the kettle on. Show the ppt (in folder) discuss, what is different? How will we heat the kettle? How do we heat our kettles today? See lesson plan in folder (See EYFS folder)</p> <p>Subject specific activities: Compare old and new equipment in the home corner. Afternoon Tea with family. Food Tasting from different countries. Make a healthy Lunchbox</p>
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Reception

<p>Autumn: All about me (2 weeks) Traditional Tales</p>	<p>Spring: Starry Starry Night It's a Wonderful World</p>	<p>Summer: On the move We're going on a Summer Holiday</p>
<p>R4-In pretend play imitates everyday actions and events from own family and cultural background. R4-Learns they have similarities and differences that connect them and distinguish them from others.</p> <p>R5-Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to family and friends.</p>	<p>R6- Talks about past and present events in their own life and in the lives of family members.</p> <p>R6- Enjoys joining in with family customs and routines.</p> <p>R6- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>	<p>ELG- Talk about the lives of the people around them and their roles in society.</p> <p>ELG- - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>

<p>What has changed about my school life? Children take pictures of nursery environment. Compare Nursery and the changes they now have in Reception.</p> <p>Am I able to compare a place that is familiar to me? Look at photographs of how house's interior has changed over the years. Human time line children order themselves holding pictures. Do first with no teach then, teach and ask to order again) How do we know the order?</p> <p>How has my local environment changed? Children visit local area – for example KFC site. Use old photographs to compare changes in the area. Create a washing line. Display vocab - Ask children to verbally state what they can see – same/different then/now past/present</p> <p>How has my school changed? Drawing on the last lesson, take the children to visit the site of our swimming pool. Return to the classroom. Show children a small selection of old photographs. Can the children find what used to be in the swimming pools place? What clues are there to help us be a site detective and find the chose the correct photo (it doesn't matter if don't guess right. This is all about verbally telling what they can see and what might be on both pictures.)</p> <p>Subject specific activities: Traditional Tales- Discussed books that were written a long time ago. Compare to Julia Donaldson. Self Portraits Timeline- Watch me grow (Creative Homework) Looking at artists being in the past.</p>	<p>Am I able to order the events? Read the story of the Man on the moon. Print off the diary entries. Ask children to order on a washing line in the correct chronological order.</p> <p>How do we know man landed on the moon? Show the children the moon landing PowerPoint. Tell them they are going to be history detectives and look for the clues to prove the statements (see resources in folder)</p> <p>What did man do on the moon? Collect moon rock – re enact the collecting samples. Replicate foot prints. Put a flag up. Start to create facts</p> <p>How did it feel to be on the moon? Re-enact the moon walk on the jumping pillow. Do they feel safe? Or think they might fall? Consider the heavy space suits (make a large back pack to wear and now try jumping) how would that feel? How have space suits changed over time? Continue to collect facts learned.</p> <p>Would you go to the moon? Explain to the children you are going to offer them a Golden ticket to go to the moon. Would they accept? Discussion reasons for and against, before asking the children their own opinions</p> <p>Subject specific activities:</p> <p>Space-</p> <ul style="list-style-type: none"> • Creating moon Rocks • Walking on the moon- Bouncy Pillow • Moon Landing 	<p>Trip to Llandudno – Reception</p> <p>How do holiday activities compare with then and now? (this question could be two sessions) Show children videos and photos of holidays from the past and present. How do they know that they are from the past? What do they think about these holidays? Do they look fun, do they still do any of these things? Put the sources in an old case. Encourage questions.</p> <p>How do holiday clothes compare with then and now? Ask children to bring a backpack in with their holiday 'packing' – shorts t shirts, swimmers etc. how do their clothes compare with the past? Do the clothes look comfortable, which do they prefer, why?</p> <p>How has holiday transport changed? (Manchester Airport) Teacher pretends to be the muddled curator with 'Odd one out'. Show the children different sets of pictures for example 3 modern forms of transport and a steam train. How do you know the train is the odd on out? Repeat with different sets of pictures.</p> <p>How do we know about seaside holidays from the past? (optional) Using the pictures in the seaside gallery and prove it statements tell the children they are going to become seaside holiday experts. Put the children into groups and give them so many pictures each. Allocate prove it statements (1 per pic) to each group. Children use the pictures to become</p>

<p>Remembrance Day</p>	<ul style="list-style-type: none"> • Looking and the old space suits <p>Owl Babies</p> <ul style="list-style-type: none"> • Looking at the habitats • How habitats have changed- making habitats in the forest. 	<p>'experts' in their pictures. (you may then ask that they then share this back to the other groups. Form of assessment looking at if becoming more accurate in historical vocabulary and answering simple questions)</p> <p>Subject specific activities: Looking at Llandudno through photographs. Use Puppet theatre and create their own show. Games- comparing seaside games to school games.</p> <ul style="list-style-type: none"> • Tin Can Alley • Hook a duck • Stocks <p>Pack a suitcase of clothing appropriate for the seaside- refer to old pictures of beach clothing.</p> <p>Out of construction or junk modelling make a pier.</p>
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Ongoing Design History skills:
 Children are given the opportunity to remember and talk about significant events in their own experiences.
 Children can recognise the difference between past and present in their own and others' lives, describing an event or family member from their past that is important to remember.
 Describe people's beliefs from the past, how that affected their actions and what was the result.
 Children will be exposed to different versions of the same (traditional) stories.

<p>Key vocabulary: Past, now, modern, old, new, change, people, lives, artefact, today, yesterday, then, photograph, timeline, the past, memory, the future, lifetime, recent, month.</p>	<p>Cross Curricular objectives (ELG): PSED- Sense of Self Communication and Language- Attention and Understanding, Understanding and Speaking. Physical Development- Fine Motor Skills EAD- People and Communities, The World and Technology.</p>
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By the end of EYFS children will be able to:
ELG
Talk about the lives of the people around them and their roles in society.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
Understand the past through settings, characters and events encountered in books read in class and storytelling.