



“How does colour make the world the amazing place it is?” - One World, Many Colours

	Autumn 1 Orange	Autumn 2 Red	Spring 1 White	Spring 2 Blue	Summer 1 Green	Summer 2 Yellow
EYFS	<p>Begin to develop an awareness of the past and passing of time (me then/ now/ dinosaurs/ animals now)</p> <p>People in my family</p> <p>Recount changes that have occurred in their own lives.</p> <p>Children talk about past events in their lives or the lives of their family members.</p>	<p>Show an understanding of the concept of nation and a nation’s history (Bonfire night, Remembrance Day)</p> <p>Consider chronology within the context of own lives</p>	<p>Know that there are similarities and differences between themselves and others, and among families, traditions and communities (homes around the world)</p>	<p>Make observations about why things occur and talk about changes</p>	<p>Know that there are similarities and differences between themselves and others, and among families, traditions and communities (homes around the world)</p>	<p>Discussing history through stories</p> <p>Make observations about why things occur and talk about changes</p>
Year 1		<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe historical events and place events in order on a simple time line- The Great Fire of London</p> <p>Show an understanding of the concept of nation and a nation’s history (Bonfire night, Remembrance Day)</p> <p>Show an understanding of concepts such</p>	<p>Describe significant people from the past and place events from their life on a timeline- Ernest Shackleton</p> <p>Recognise that there are reasons why people in the past acted as they did</p> <p>Vocabulary- explorer, adventurer, Endurance, crew, rescue, Elephant Island, Antarctica, stranded</p>	<p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Describe historical events and place events in order on a simple time line</p> <p>Describe significant people from the past and place events from their life on a timeline- Grace Darling</p>	<p>Describe significant people from the past and place events from their life on a timeline- David Attenborough</p>	

		<p>as civilisation, monarchy, parliament/ and war and peace</p> <p>Vocabulary- evidence, artefacts, diary, events, Samuel Pepys, London, River Thames, bakery, Pudding Lane, King Charles II</p>		<p>Recognise that there are reasons why people in the past acted as they did</p> <p>Vocabulary- brave, courageous, storm, lighthouse</p>		
Year 2		<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past- The Great Fire of London</p> <p>Describe, compare and explain historical events.</p> <p>Label events and artefacts in order on a detailed time line. More detailed timeline placing key events closer together e.g. the development of the Great Fire</p> <p>Show an understanding of the concept of nation and a nation's history (Bonfire night)</p>	<p>Describe significant people from the past and place events from their life on a timeline- Ernest Shackleton</p> <p>Recognise that there are reasons why people in the past acted as they did</p> <p>Vocabulary- explorer, adventurer, Endurance, crew, rescue, Elephant Island, Antarctica, stranded, expedition</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past- The Titanic</p> <p>Describe, compare and explain historical events.</p> <p>Label events in order on a detailed time line</p> <p>Use of online sources and non-fiction texts to find out about The Titanic</p> <p>Recognise that there are reasons why</p>	<p>Describe significant people from the past and place events from their life on a timeline- Charles Darwin/ Jane Goodall</p> <p>Recognise that there are reasons why people in the past acted as they did</p>	

		<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</p> <p>Use of online sources and non-fiction texts to find out about The Great Fire of London</p> <p>Recognise that there are reasons why people in the past acted as they did</p> <p>Vocabulary- evidence, artefacts, diary, events, Samuel Pepys, London, River Thames, King Charles II, Thomas Farriner, Pudding Lane, mayor, consequences</p>		<p>people in the past acted as they did</p> <p>Vocabulary- iceberg, Atlantic Ocean, crew, design, unsinkable, evidence,</p> <p><i>Local link- Marconi's Titanic radio display in Oaklands Museum</i></p>		
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