

History Long Term Planner 2021 EYFS and KS1

Early Years

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p align="center">Daily activity discuss day, month and changing season as year progresses. Celebrate birthdays How old are you today ? How old were you yesterday ? How old will you be next year ? Star Moments Time - children share what they did at the weekend /during the holidays ? Use vocabulary related to the passing of time then, now . Talk about/celebrate special events Christmas, Eid, Easter, Diwali, Bonfire Night</p>		
<p>Sing Nursey Rhymes with old-fashioned themes. Jack and Jill, Polly Put The Kettle On. Discuss Nursery Rhymes are not nowadays different clothes, objects no longer used.</p>	<p>Story time - share stories which show changing generations within families, a changing location, familiar settings but set at some point in the past. Sequence pictures from a story beginning/middle and end. Can recognise characters actions in a story</p>	<p>Sequence pictures of themselves from baby to toddler to child. Artefacts - old and new contrasting pairs of items E.g. telephones, irons, radios, teddy bears. Photographs - old and new cars, buses -link to transport. Role-play being characters from different times. Kings/Queens Castles/Knights Sequence pictures from a story set in the past - Mary Anning Fossil Hunter Grandparent /Older Visitor talk about their childhood.</p>

	<u>Rot A Term 1</u>	<u>Rot A Term 2</u>	<u>Rot A Term3</u>	<u>Rot B Term 1</u>	<u>Rot B Term2</u>	<u>Rot B Term 3</u>
<u>Topic</u>	Toys- change within living memory	Neil Armstrong Moon Landing Significant Individual Nationally/Internationally Make comparisons to C Columbus.	Local Study Our Town Fareham	Castle And Castle Life Portchester Castle How have castles changed ?	The Great Fire of London -significant national event beyond living memory	Seaside Holidays -change over a longer period of time.
<u>Chronology sequencing events/objects, using chronological vocabulary</u>	Sort real old toys/pictures into chronological order **	Sequence images of flight on a timeline. ***	Create a pictorial timeline of town. Link to major events e.g. monarchs, wars ***	Create a timeline of castles to show how they have changed over time. **	Place event on timeline. Retell story orally /by picture timeline from Great Fire Enquiry Pack **	Sequence seaside pictures in chronological order on a timeline. ***

	<p><u>Assessment Chronology</u> Year 1 Can use terms old and new more confidently. Begin to use terms Our Time Our Parents Time Our Grandparents Time</p> <p>Year 2 Use dates and phrases like over 50 years old to describe objects.</p>		<p><u>Assessment Chronology</u> Year 1 Can understand the world was different in the past. Can use the terms then and now and comfortable with the term in the past.</p> <p>Year 2 Can realise that we use dates to describe events in time e.g. Date of Moon Landing. Put into a time line using the context of our living memory, our parents living memory, our grandparents living memory.</p>			<p><u>Assessment Chronology</u> Year 1 Can use the terms then and now and comfortable with the term in the past. Begin to use terms Our Time Our Parents Time Our Grandparents Time</p> <p>Year 2 Can use phrases such as over three hundred years ago in their writing.</p>
<p><u>Change (and Continuity) Similarities and differences between ways of life at different times.</u></p>	<p>Appreciate some toys have remained largely unchanged over long periods of time e.g. Ludo, yoyos ***</p> <p><u>Assessment Knowledge and Understanding</u> Year 1 Talk about how some toys have not differed</p>		<p>Collect pictures/accounts of same buildings from different eras or what replaced them now e.g. High Street In Fareham, Savoy Buildings West Street ***</p>	<p>How have castles changed over time ? Give some reasons.</p>	<p>Differences between building materials/ fire fighting methods and equipment then/now **</p>	<p>How have seaside holidays changed over time ? ***</p> <p><u>Assessment Knowledge and Understanding</u> Year 1 Talk about how aspects of life today differ from the past and use some</p>

	<p>that much over time and how some toys have changed.</p> <p>Year 2 : Compare similarities and differences in toys between now and then and another then. (toy nowadays toy in the 1970's toy in the 1950's)</p> <p>Begin to describe in simple terms how not everyone in the past had the same experience. E.g. women, men, rich, poor</p>					<p>historical vocabulary.</p> <p>Year 2 Beg in to describe in simple terms how not everyone in the past had the same experience. E.g. women, men, rich, poor . Talk about similarities and differences not just then and now but between then and another then (e.g. Seaside holidays in Victorian times, 1950's and today)</p>
<p><u>Characteristic Features of Period/ person/events studied</u></p>	<p>Characterized by change from outdoor play to indoor electronic toys ***</p>		<p>Fareham town characterized by brick making (Fareham reds), market town. **</p> <p>Assessment Interpretation and Investigation Year 1 Can recognise the main clues of a historical source E.g.</p>	<p>Identify characteristic features of a castle and describe purpose. Including keep, bailey, and drawbridge. To know some of the different roles of the people who lived in the castle. ***</p>	<p>Building materials / fire fighting methods partially responsible for the amount of damage Explore artefacts from history centre ***</p>	<p>Characterized by clothing, seaside activities, how people travelled to the seaside 100 years ago. **</p>

			<p>clothing, buildings, objects. Talk about how aspects of life today differ from the past and use some historical vocabulary.</p> <p>Year 2 Can wonder and ask adults questions about their past.</p>	<p><u>Assessment Interpretation and Investigation</u> Year 1</p> <p>Can recognise the main clues of a historical source</p> <p>E.g. clothing, buildings, objects.</p> <p>Talk about how aspects of life today differ from the past and use some historical vocabulary.</p> <p>Year 2 Can wonder and ask adults questions about their past.</p>		
<u>Historical Significance</u>		<p>Neil Armstrong and C Columbus examine the significance of these explorers.</p> <p>***</p> <p><u>Assessment Knowledge and Understanding</u> Year 1</p> <p>Can talk about significant people from the past and their actions</p> <p>Year 2 Can describe significance of people from the past and their actions.</p>		<p>Why was Port Chester Castle significant to our local area?</p>	<p>Why is this still remembered today ?</p> <p>**</p>	
<u>Cause and Consequence</u>	Consequence of change to mainly s	<p>Why did Neil Armstrong risk his life to go to the moon ? (his motivation)</p>			<p>Great Fire Of London Enquiry Pack. Identify causes of the fire and</p>	<p>Do we go to the seaside for the same reasons that</p>

<p>Why people did things/causes and results of events and changes.</p>	<p>edentary indoor play detrimental to children's health. *</p>	<p>Diamond 4 prioritise reasons. Were his reasons the same a C. Columbus ? Who deserves to be remembered most ? *** <u>Assessment Knowledge and Understanding</u> Year 1 Can talk about significant people from the past and their actions. Year 2 Can give reasons why people from the past acted the way they did.</p>			<p>it's spread. Exploring changes made when London rebuilt. *** <u>Assessment Knowledge and Understanding</u> Year 1 Can talk about significant people from the past and their actions Year 2 Can talk about the cause and consequence of key historical events</p>	<p>people went 100 years ago ? **</p>
<p><u>Historical Enquiry</u></p>	<p>Use pictures from toys. Enquiry pack and Toys Games and pastimes artefacts from history centre *** Interviewing parents/ grandparents/ other adults about their childhood toys *** <u>Assessment Interpretation</u></p>	<p>Use a range of images to find out what they did when they got to the moon * Interviewing parents/ grandparents/ other adults about the town during their childhood ** Visit Local Museum Westbury Museum Use pictures/guidebooks ***</p>	<p>Generate questions about Portchester castle. Visit Castle to find the answers.</p>	<p>Great Fire artefacts from the history centre, Pepy's and Evelyns accounts, before/after maps, topic books ** Great Fire of London Enquiry Pack. Compare accounts to images, what can accounts tell us that the images do not ? *** <u>Assessment Interpretation and Investigation</u> Year 1</p>	<p>How do we know what holidays were like 100 years ago ? Make deductions from a gallery of evidence. **</p>	

	<p><u>and Investigation</u> Year 1 .Can talk about similarities/ differences between historical sources relating to the same context using historical terms e.g. a real clockwork train set with a picture of a similar train. Year 2 Can wonder and ask adults questions about their past or a historical person or event.</p>				<p>.Can talk about similarities/ differences between historical sources relating to the same context using historical terms e.g. a real clockwork train set with a picture of a similar train. Year 2 Can wonder and ask adults questions about their past or a historical person or event.</p>	
<u>Interpretation</u>	<p>Adult recollections, pictures from Toys Enquiry Pack and artefacts from History Centre **</p>	<p>Compare 2 accounts (1 from the time- contemporary source and 1 from the present - interpretive source) of Neil Armstrong landing on the moon. *** <u>Assessment</u> <u>Interpretation and Investigation</u> Year 1 Can identify similarities/ differences between 2 historical sources Year 2 Can identify and talk about differences in</p>			<p>Books describe the event differently/give different numbers of those killed. * <u>Assessment</u> <u>Interpretation and Investigation</u> Year 1 Can identify similarities/differences between 2 or more sources relating to the same person, event or period. Year 2 Can identify and talk about different</p>	<p>Do all children like holidays now or would they prefer the earlier type of holiday ? ***</p>

		accounts relating to significant historical people or events both from the time(primary) and from the present(secondary)			accounts of real historical situations Can identify and talk about differences in accounts relating to significant historical people or events both from the time(primary) and from the present(secondary)	
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NB you will not have entries in every box for every topic. Not all skills will be covered in all topics. However each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit. Key * light use of skill ** overt practise of skill *** strong emphasis on skill