

Geography and History School Overview

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><u>Magical me!</u></p> 	<p><u>Fantastic festivals!</u></p> 	<p><u>Where can a painting take us?</u></p> 	<p><u>Come outside!</u></p> 	<p><u>Amazing animals!</u></p> 	<p><u>Splish, splash, splosh!</u></p> 
<p>Understanding the world</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>						
F1	<p>Know about and discuss an event that happened 'before' know who is in their family and their place within it.</p> <p>Know about the lives of people who are familiar to them know and talk about significant events, from their own experience.</p> <p>Know about what they were like when they were a baby I am interested in photographs of myself and familiar people and objects</p> <p>I am curious about people and show interest in stories about myself and my family Know that there are different occupations (Eg: fire fighters/nurse/police officers)</p>	<p>Know and talk about significant events, from their own experience know about and discuss an event that happened 'before'.</p> <p>Know about the lives of people who are familiar to them.</p>	<p>I am interested in photographs of myself and familiar people and objects.</p> <p>I am interested in photographs of myself and familiar people and objects.</p>	<p>Know that there are different occupations (Eg: fire fighters/nurse/police officers.)</p> <p>Know about and discuss an event that happened 'before'.</p> <p>Know and talk about significant events, from their own experience.</p>	<p>Know about and discuss an event that happened 'before.'</p> <p>Know and talk about significant events, from their own experience.</p>	<p>I am interested in photographs of myself and familiar people and objects.</p> <p>Know and talk about significant events, from their own experience.</p> <p>Know about what they were like when they were a baby.</p>

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<p>F2</p>	<p>Know about and discuss past events in their own life and/or in the lives of family members</p> <p>Know how they have changed since they were born</p> <p>Know the names of people who are familiar to them and can describe their role</p> <p>Know about similarities and differences between themselves and others.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Know some facts about events or people from the past that they recall from stories they have read/heard</p> <p>Know about characters from stories, including figures from the past (e.g. Guy Fawkes).</p>	<p>Know about and discuss past events in their own life and/or in the lives of family members</p> <p>Know how to compare and comment on images of familiar situations in the past, particularly in the books they have read</p> <p>Know and talk about significant events, from their own experience with increased vocab</p> <p>Know when an image represents a familiar situation in the past.</p>	<p>Know that answers to simple questions can be found from photos and pictures and objects</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know about some of the experiences they have had at different points in the school year</p> <p>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>Year 1</p>	<p style="text-align: center;"><u>Driver: How can History tell the story of the past?</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Event beyond living memory Chronological understanding Sequence events in our lives Begin to know how to retell a familiar story set in the past. Historical enquiry Using sources of information to answer questions Interpretations of history Know that stories with historical content may be fact or may be fiction Remembrance day – learning what happened many years ago.</p>	<p style="text-align: center;"><u>Driver: What is it like to be an Antarctic explorer?</u> <u>Scott of the Antarctic</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">The life of a significant individual from the past Recount the life of a significant individual in the past - Scott of the Antarctic Know about the life of someone famous from Britain who lived in the past. Know what the word significant means Contribution to national and international achievement Chronological understanding Begin to know how to retell a familiar story set in the past. Historical enquiry Using sources of information to answer questions</p>	<p style="text-align: center;"><u>The Great Outdoors!</u> <u>Farming in the past</u></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Changes in living memory – past 100 years</p> <p style="text-align: center;">Chronological understanding Know some objects belong to the past Identify old and new objects Past and present of own and other's lives Interpretations of history Reliability of adult memories Historical enquiry Finding out about the past from different sources including older people</p>			

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Year 2	<p style="text-align: center;">Enhancer: Nottingham in the Past</p>  <p style="text-align: center;">History in own locality & changes within living memory Goose Fair in the Past</p> <p style="text-align: center;">Chronological understanding Sequence past events in their own lives Similarities and Differences between Goose Fair in the past and today</p> <p style="text-align: center;">Historical enquiry finding out about the past from different sources including older people</p>	<p style="text-align: center;">Driver: Great Fire of London Significant event beyond living memory</p>  <p style="text-align: center;">Great Fire of London</p> <p style="text-align: center;">Historical knowledge Cause and consequence: Great Fire of London</p> <p style="text-align: center;">Historical Interpretation: using stories to distinguish between fact and fiction</p> <p style="text-align: center;">Changes within living memory Remembrance Day</p>	<p style="text-align: center;">Enhancer: significant person Nelson Mandela</p>  <p style="text-align: center;">Historical enquiry: Find out about a famous person from the past (Nelson Mandela) Historical knowledge – cause and consequence: Nelson Mandela</p> <p style="text-align: center;">Lives of significant people Recount the life of a significant person in the past: Nelson Mandela</p>	<p style="text-align: center;">Seaside in the Past</p>  <p style="text-align: center;">Chronological understanding Comparisons over time from Victorian seaside to today Objects and artefacts</p> <p style="text-align: center;">Historical enquiry Finding out about the past from different sources including older people</p> <p style="text-align: center;">Interpretations of history Using stories to distinguish between fact and fiction</p> <p style="text-align: center;">Lives of significant people Grace Darling, Royal National Lifeboat Institution</p>
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