







Y1	Autumn 1 Topic: Traditional Tales	Autumn 2 Topic: Lego/Christmas	Spring 1 Topic: Who Lives Here?	Spring 2 Topic: Animal Kingdom	Summer 1 Topic: Space	Summer 2 Topic: The Seaside
Knowledge Curriculum coverage		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	significant historical events, people and places in their own locality		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	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Y2	Autumn 1 Topic: Tales With a Twist	Autumn 2 Topic: Castles and Christmas	Spring 1 Topic: Bostin' Birmingham Landmarks	Spring 2 Topic: Bostin' Birmingham Landmarks	Summer 1 Topic: Our Great World	Summer 2 Topic: Our Great World
Knowledge Curriculum coverage	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	the lives of significant individuals in the past who have contributed to national and international achievements. events beyond living memory that are significant nationally or globally		significant historical events, people and places in their own locality 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	events beyond living memory that are significant nationally or globally	

<b>Year 1</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Vocabulary</b> 
<p>1. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>2. 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</p> <p>3. significant historical events, people and places in their own locality</p>	<ul style="list-style-type: none"> <li>• To explore sources of information and artefacts from the past</li> <li>• Find answers to simple questions about the past from sources of information including artefacts and photographs.</li> <li>• To compare similarities and differences between given stimulus e.g. photographs showing change e.g. How have buildings in Northfield changed over time?</li> <li>• To use sources from within living memory (photos, videos, books and artefacts) to gather information.</li> <li>• Find answers to simple questions about the past from sources of information including artefacts and photographs.</li> <li>• Sequence events in their own lives/family</li> <li>• Use words and phrases relating to the passing of time.</li> <li>• To recount and sequence stories from the past e.g. Neil Armstrong landing on the moon</li> <li>• Know and recount episodes from stories about the past.</li> <li>• Use some key vocabulary when talking about events in the past</li> <li>• To recognise some differences between life today and life in the past</li> </ul>	<p><b>Key Words children should know from Reception</b></p> <p><b>first</b> <b>next</b> <b>change</b> <b>then</b> <b>now</b> <b>people</b></p> <p><b>New vocabulary for year 1</b></p> <p><b>event</b> <b>same</b> <b>different</b> <b>object</b> <b>past</b> <b>history</b> <b>today</b> <b>tomorrow</b> <b>yesterday</b></p>

<b>Year 2</b>		
<b>Knowledge</b> 	<b>Skills</b> 	<b>Vocabulary</b> 
<ol style="list-style-type: none"> <li>1. events beyond living memory that are significant nationally or globally</li> <li>2. 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</li> <li>3. significant historical events, people and places in their own locality</li> </ol>	<ul style="list-style-type: none"> <li>• Identify and match artefacts linked to Amelia Earhart and the Cadbury brothers</li> <li>• Use a source or artefact to ask questions about the past</li> <li>• observe or handle sources or artefacts to answer questions about the past</li> <li>• To use sources beyond living memory (diary entries from the titanic, stories and first hand accounts)</li> <li>• To sequence events and objects from beyond living memory e.g. how has technology changed over time?</li> <li>• To sequence key events in the life of a significant historical figure.</li> <li>• To use historical vocabulary to talk about the passing of time</li> <li>• To use key vocabulary when speaking about events of the past.</li> <li>• To recount and sequence stories from the past using key vocabulary</li> <li>• Identify differences between life in the past and present day.</li> <li>• Create a chronological timeline using some key dates.</li> </ul>	<p><b>Key words children should know from Year 1</b></p> <p>today tomorrow yesterday past history change then now event same different object</p> <p><b>New vocabulary for year 2</b></p> <p>present important time order era chronological artefact sequence</p>