

Nursery	Throughout the year: <ul style="list-style-type: none"> • Use language of yesterday, today and tomorrow E.g. yesterday was Monday, Today is Tuesday and tomorrow is Wednesday • Talk about things that are important to them using historical language e.g. yesterday • Talking about and celebrating birthdays and other special days during the year • Talk about daily routine at nursery. • Simple visual timetable • Read stories about how things change – linked to topics of ourselves and transport. 'You'll soon grow into them Titch', 'The Train Ride', 'The Toy Maker' 'Peepo' Watch videos e.g. Brum / Thomas the Tank Engine					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Baseline	Ourselves	Transport – Link to Naughty Bus	Buildings - London Zoo How has London Zoo changed?	How have toys changed? Compare Toys then and now.	Local parks How have parks changed?
		Chronological Awareness: Sequence 2 photographs of how they have changed since birth Baby and child (then and now)	Chronological Awareness: Sort pictures of transport into old/new or then/now – direct comparison	Chronological Awareness: Sequence photos of old and new enclosures e.g. Penguins	Chronological Awareness: Own experience of toys as they have grown then and now. Talk about differences in toys between now and then (parents)	Chronological Awareness: Compare playground equipment now and then (parents/grandparents).
		Historical Enquiry: Mother and baby to visit to help children to recognise how they have changed Stories e.g. Once there were Giants Our Bodies	Historical Enquiry: Looking at pictures/photos and artefacts related to transport.	Historical Enquiry: Visit to London Zoo. Look carefully at old/new enclosures.	Historical Enquiry: Children encouraged to ask questions about toys from the past. Who played with these toys? When were they made? How did they play with it?	Historical Enquiry: Visit a local park.
		Substantive Concepts: To know what they can do now that they could not do as a baby	Substantive Concepts: To know that transport has changed Talk about similarities and differences using historical language then/now	Substantive Concepts: Know that the zoo is old and in the past it looked different. Answer simple questions e.g. Why and How has the zoo changed.	Substantive Concepts: To know that some toys are very new (technology) To know that some toys have stayed the same/similar from our parent's childhood e.g. dolls /soft toys.	Substantive Concepts: To know local parks have been used in area for a long time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Own History (Marvellous Me) How we entertain ourselves? Changes in living memory	History of flight (Up, Up and Away) Wright Brothers			Castles (Castles) Who lived in Windsor Castle?	How the Seaside has changed? (Splash) Compare the seaside then and now
	Chronological Awareness Understanding the sequence of developments in the history of entertainment in last 50 years.	Chronological Awareness: Sequence 3/4 photographs of modes of flight.			Chronological Awareness: Know that Windsor castle was built over 1200 years ago Know that it was home to Kings and Queens Focus on Queen Victoria/ Queen Elizabeth 2 nd .	Chronological Awareness: Know what is different about the seaside today compared to the seaside in the past? (Living Memory) Seaside holidays – what was a seaside holiday like in the past?
	Historical Enquiry: Ask questions to an older person about the different forms of entertainment from their childhood.	Historical Enquiry: Describing the main features of the first aircrafts Visit RAF Museum			Historical Enquiry: Use photos, books, websites to find out about Windsor Castle and two of the queens who lived there. Visit to Windsor Castle	Historical Enquiry: Use photos, books, websites to find out about the seaside in the past and how it has changed over time. Ask questions of a grandparent. Visit to Southend
	Substantive Concepts: To know how we entertain ourselves has changed in living memory particularly because of developments in technology.	Substantive Concepts: To know the achievement of the Wright brothers To know that modes of flight have changed over a short period of time			Substantive Concepts: To learn that Queen Victoria was the queen from 1837 to 1901. She lived at Windsor Castle. She had a long reign. Queen Elizabeth II reigned for 70 years she lived much of last few years at Windsor Castle.	Substantive Concepts: Understand many people in the past would go to uk seaside for their holidays. Why do people not always go to the UK seaside for their holidays today? Link to aircraft work earlier in year.
	Disciplinary Concepts: Explore primary sources such as photographs, artefacts and personal accounts.	Disciplinary Concepts: To learn about the Wright Brothers and the process of inventing and problem solving.			Disciplinary Concepts: Compare the Queens reigns and changes to the castle. Ask questions about similarities and differences of their reigns (Fire of 1992)	Disciplinary Concepts: To know that the some things about the seaside have changed and some things have stayed the same e.g. .clothing/food/activities Use sources such as photographs and stories from older people.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	How has the food we eat changed? (Food Glorious Food) Compare to parents/Grandparents		How Hospitals have changed? (Night Time) Learn about life of Florence Nightingale and her impact on hospitals now		Houses (London) Great Fire of London	Migration (Journeys)
	Chronological Awareness: Make a timeline of meals eaten by families with dates Show through the decades 1940's – 2020's		Chronological Awareness: Know what is different about hospitals today compared to the hospitals in the past? What event/person changed hospitals? Know the chronological events in Florence Nightingale's/ Edith Carvell's life.		Chronological Awareness: Make a timeline of how houses have changed over time Relate to types of house in 1666.	Chronological Awareness: Look at pictures of London through the decades and notice how it has changed.
	Historical Enquiry: Talk to older family members of what they ate during various stages of their life (link to decades)		Historical Enquiry: Hot seating – children to ask questions about changes to hospitals Looking at pictures of hospitals in the past and questioning why things were different? Drama/role play to help understand conditions in hospitals.		Historical Enquiry: Samuel Pepys / John Evelyn Diary Visit to St. Pauls Cathedral	Historical Enquiry Create and pose questions to a migrant about their journey to London
	Substantive Concepts: Identify some of the reasons why food has changed e.g. travelling/migration/storage To know that food has changed over time.		Substantive Concepts: To understand how Florence/Mary changed hospitals for ever		Substantive Concepts: To understand how the Great Fire of London changed the way houses were built in the future Historical Enquiry: Samuel Pepys / John Evelyn Diary Visit to St. Pauls Cathedral.	Substantive Concepts: To begin understand key dates of migration to London /UK
	Disciplinary Concepts: Explore change and continuity in food. Discuss foods that have remained staples such as grains and fruit as well as foods that have been introduced via exploration.		Disciplinary Concepts: To know why things about hospitals had to change and understand the impact on modern life.		Disciplinary Concepts: Explore concept of historical sources such as diaries (Samuel Pepys)	Disciplinary Concepts: To understand how migration has affected everyday life such as food music, religion etc.

