

History Topic Plan and Coverage Overview

	Year R				Year 1			Year 2				
	Throughout the course of the whole of Yr R.				Autumn 2	Spring 1	Summer 1	Autumn 1		Summer 1	Summer 2	
Topic	Understanding the world.	Communication and language.	Personal, social and emotional development.		History of Christmas	Blast Off 1 st Moon landing	Henry 8 th Southsea castle Sinking of Mary Rose	Remembrance + WW1		Life of Queen Elizabeth 1	Live of Queen Elizabeth 2 and comparison with QE1	
NC focus/ development matters	Changes within living memory	Events beyond living memory	Lives of significant individuals	Significant event locally	Changes within living memory	Events beyond living memory	Significant event locally	Events beyond living memory	Significant event locally	Lives of significant individuals	Changes within living memory	Lives of significant individuals
Target tracker objectives	<p>Make connections between the features of their family and other families.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Know and talk about the differences they have experienced or seen in photos.</p> <p>Connect one idea or action to another.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Know and talk about the differences they have experienced or seen in photos.</p> <p>Connect one idea or action to another.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Begin to make sense of their own life-story and family's history.</p> <p>Name and describe people who are familiar to them.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Think about the perspectives of others.</p>	<p>Recognise that people celebrate special times in different ways (across the year).</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>- Relate his/her own account of an event and understand that others may give a different version</p> <p>-Talk draw or write about aspects of the past</p> <p>-use common words and phrases relating to the passing of time</p>	<p>-Sort artefacts from 'then' and 'now'</p> <p>-Identify some similarities and differences between ways of life in different periods</p> <p>-identify some similarities and differences between artefacts</p> <p>-Sequence events and recount changes in living memory</p>	<p>- Ask and answer relevant basic questions about the past</p> <p>- Understand key features of events</p> <p>-find answers to some simple questions about the past from simple sources of information</p>	<p>- Describe some simple similarities and differences between artefacts</p> <p>- Place known events and objects in chronological order</p>	<p>-Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>-Use a wide vocabulary of everyday historical terms</p> <p>-speak about how he/she has found out about the past</p> <p>-record what he/she has learned by drawing and writing</p>	<p>- Shows understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>-Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p>	<p>- Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>- Describe changes within living memory and aspects of change within national life</p>	
										-Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods		
Chronology	Calendar of events seasons and months.					Simple chronology of events from launch to splashdown	Chronology of the day of the sinking in picture timeline	Time line of remembrance day's from 1WW with date of teacher/ children's birth			Chronology of changes in national life over her reign, tv, colour, computer, mobile phone, internet	

Characteristic Features	Looking at images of chn as babies and comparing them from the past until now.	Stories/pictures from Christmas in the past (Victorian eria). Identify different features		What is different between the Mary Rose and a modern ship. Period features of ships Difference between Southsea now and when the Mary Rose Sank		Differences between Elizabethan life and modern	Link old technology to new Put anachronisms into old pictures for children to spot/ discuss
Change/ Continuity	Looking at Chinese new year and how it was made.	Change in them from Christmas Photos Change in Parents from Christmas Photos		Compare pictures of Southsea castle with what is there now. What has changed?	How have things changed over the years. What can we tell from the pictures?		
Cause/ Consequence	Traditional tales and Bible stories learning out morals and meanings.		Why did the astronauts want to go to the Moon?		Why did soldiers go and fight in WW1?		Coronation and the rise of TV in peoples houses
Significance	When I grow up topic and peoples' jobs and roles they have. Remembrance Day recognise that different people celebrate special times, compare figures from the past.		Why were Neil Armstrong and the others significant?		The loss of life in WW1 was so significant we still have remembrance events today	Significant events in QE1's life	Significant events in QE2's life
Interpretation		Different interpretations of Father Christmas. Green father Christmas			Look a different representations of life in the trenches, how accurate are they		
Historic Enquiry	Learning how to ask and pose questions. How to use sources of information such as google.		Asking questions		Using different sources to find evidence	Gathering evidence Using historical sources (portraits) to gather information	Comparing then and now