

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage Overview	<ul style="list-style-type: none"> - Images of familiar situations from the past. - School - how it might have been the same/different for my parents. - Order some events of my day - Order a basic time line of how I have changed since birth. 	<ul style="list-style-type: none"> -Toys – Past & Present - Characters from stories, including figures from the past – Guy Fawkes - Historical traditions through events – Remembrance Day. 	<ul style="list-style-type: none"> - The past through settings, characters & events encountered in books – what is the same / different to now? 	<ul style="list-style-type: none"> - Lives of the people around me & their roles in society. - Similarities & differences between things in the past & now – eg transport, uniforms 	<ul style="list-style-type: none"> - Compare & contrast characters from stories & talk about the similarities & differences of the past & present. 	<ul style="list-style-type: none"> - Changes of Bingham/ Nottingham – how they have changed over time – Now & Then - Local history - why is our school is called Robert Miles?
Core Knowledge & Application	<ul style="list-style-type: none"> -I know how to order key events of my day. -I know some of the ways I have changed since I was a baby from birth to starting school. -I can order & sequence familiar events. -I will begin to answer how & why questions about the lives of significant others. 	<ul style="list-style-type: none"> -I know that the toys we play with now are different from those in the past. I know that Guy Fawkes tried to blow up the Houses of Parliament -I know that people wear poppies to remember people who have died at war. -I can tell you about some key features of significant events. - I can tell you why people wear poppies. 	<ul style="list-style-type: none"> -I know some of the similarities & differences between PAST & PRESENT in the context of some Traditional Tales. -I know that a traditional tale is a story that has been told and retold over many years. -I can recognise how stories can show how life has changed over time. 	<ul style="list-style-type: none"> - I know that things change over time and begin to talk about this (focus; fire service vehicles) -I know that Florence Nightingale was a nurse a long time ago who helped soldiers to get better. -I can tell you some similarities & differences in how life was in the Past & the PRESENT. -I can tell you some of the ways that Florence Nightingale helped people. 	<ul style="list-style-type: none"> -I know some facts about Julia Donaldson & Eric Carle & talk about the books they have written. -I can understand the passage of time in the context of an individual's life. 	<ul style="list-style-type: none"> -I know some facts about how Bingham/Nottingham has changed over time. -I can talk about how the passage of time is significant in respect of growth & change. (life-cycles)
Critical Vocab	time, order, Before, after, later, yesterday, today, old, new, used, now, then	Guy Fawkes, Gunpowder plot, Houses of Parliament, Diva, World War, poppy	Long, long ago, in the past, now	Change, modify, improve, modernise, same, different	Age, time, span.	Days, weeks, months, years, passage of time
Assessment Focus						
Assessing Impact	Verbal interactions/Mini quizzes/Teach for 5					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer
	(GEOGRAPHY FOCUS)	Events beyond living memory -Gunpowder Plot -Remembrance Day	Significant individual - Captain Scott of the Antarctic – Explorer (Link to Geography)	Events beyond living memory & Significant individual -Moon Landing – Neil Armstrong	Significant individual -David Attenborough	Local History -How has Bingham changed over time? -What is the Buttercross?
Core Knowledge & Application		- I know some facts about the Gunpowder Plot. - I know that Remembrance Sunday is a significant event in our calendar. - I know that the word 'past' means something that has already happened. - I can ask questions to help my understanding. - I can place events on a chronological timeline, with support. - I know some similarities & differences in ways of life in the past compared to the present.	- I know who Captain Scott was and why he is a significant person in History. - I can recall facts about Captain Scott and his expedition. - I can explain how expeditions might have changed over time.	- I know who Neil Armstrong was and what he did that was a significant event. - I can use some learnt historical vocabulary accurately. - I know how to use specific sources to support my understanding of historical events, with support. - I know some of the ways that travel has changed over time. - I know some facts about the people I have learnt about.	- I know who David Attenborough is and why he is significant in our world today. - I know how to use different sources to support my understanding of significant historical individuals, with support. - I know that a timeline is showing events in chronological order.	- I know some of the ways of how Bingham has changed over time. - I know about the significance of 'The Buttercross' in Bingham market place. - I know some historical facts about my local area.
Critical Vocab		long ago, in the past, a long time ago, time line, research, similar, changed, better, worse, discover, explore, worn, Remembrance, soldier, procession, memorial, commemorate, honour, war, Guy Fawkes, plot, parliament, treason, (Catholic).	Previous vocabulary, plus: explorer, expedition, significant.	Previous vocabulary, plus: periods, significant, time, inventors, explorers, timeline, historical events.	Previous vocabulary, plus: Scientist, significant, timeline, broadcaster.	Previous vocabulary, plus: Bingham, local, town, significance,
Assessment Focus						
Assessing Impact	Verbal interactions/Mini quizzes/Fact File/Teach for 10					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage Overview	<p>Changes within living memory - Historical objects & ways of life</p> <ul style="list-style-type: none"> - Use of historical vocabulary - Artefacts – same/different – How have they changed? <p>Events beyond living memory & Significant individuals Karl Benz, Charles Macintosh, Marie Curie, Nelson Mandela, Rosa Parks, Ludwigg Guttman (founder of Paralympics), Emmeline Pankhurst</p> <ul style="list-style-type: none"> -Key composers of historical importance (Bach, Vivaldi – Music Link) - Life of significant individuals. - Use sources to understand key features of individuals and events. - What is a Timeline? (place events within a chronological framework) - Respond to a line of enquiry. <p>Local History - Significant individual in own locality and changes beyond living memory. William Booth - Salvation Army Ada Lovelace</p> <ul style="list-style-type: none"> - Life of significant individual. - Changes in an area of Nottingham – past compared to present. - Use a chronological framework (class timeline) to link people/events and develop understanding of time over period. 		<p>(GEOGRAPHY FOCUS)</p>	<p>Significant individual & changes within living memory Dick King-Smith (World Book Week Link).</p> <ul style="list-style-type: none"> - Life of significant individual. - Changes in ways of life from a different period of time. 	<p>Events beyond living memory & Significant individuals Christopher Columbus</p> <ul style="list-style-type: none"> - Changes in ships, travel, transport over time. - Use of historical vocabulary - Use a variety of sources to understand key features of individuals and events. 	<p>(GEOGRAPHY FOCUS)</p>
Core Knowledge & Application	<ul style="list-style-type: none"> - I know that objects and ways of life have changed from the past to the present. - I know & can use a range of historical vocabulary. - I know about the lives and events of significant people who have made changes to the world (see names above) both locally & nationally. - I know some ways of how music has changed over time. - I know that we can use different sources to carry out research & I can ask questions to broaden my understanding. - I know how to use & interpret a chronological timeline. 			<ul style="list-style-type: none"> - I know about the life and events of a significant individual in History. - I know that some ways of life are different now compared to the past (comparing school from past to present). - I can use clues to make sensible predictions. - I can place people and events on a chronological timeline. - I know & can use a range of historical vocabulary correctly (see below). - I can recall the name and facts of a significant person. 	<ul style="list-style-type: none"> - I know some facts about Christopher Columbus and the event that took place (expedition). - I know how transport/ships/travel have changed over time - I can use a range of historical vocabulary. - I know that we can use a variety of sources to understand key features of events/significant people. - I know that the class timeline displays events/significant individuals that we have learned about in a chronological order. - I know some ways in which ships/travel/transport have changed over time. - I can research in different ways (video clips, books, artefact clues, Internet, teacher discussion) to find out about significant individual, with increasing independence. 	

Critical Vocab	past, present, future, significance/significant, important, influential, special, inspiring, inventor, composer, famous, change, historical, event, predict, clues, memory, locality, facts, time, explorers, period, source, timeframe, chronology, beyond living memory, timeline, chronological order, period, same, different, famous locality, local area, evidence, debate, opinions, city, Nottingham, surrounding, research, sources, Salvation Army, church, Christian, homeless, leader.			Previous vocabulary, plus: author, ways of life, differences, similarities, compare, period of time.	Previous vocabulary, plus: compass, ship, transport, travel, expedition, opinion.	
Assessment Focus						
Assessing Impact	Missing word vocabulary quiz. <i>past, present, future, change, timeline, inventor/invention, significant, chronological order.</i>	Matching statements to pictures of significant people. OR Create multi-model fact page on a 'Great Person that changed the world' (written or Word document).		To create a PowerPoint on Dick King-Smith – including key facts. OR Video children sharing facts about Dick King-Smith.	True or false statements to show understanding of event. OR To write a post card/letter from Christopher Columbus to show understanding of event.	