

Pottery Primary School: Subject Long-Term Plan: History



EYFS	Autumn My World and Me	Spring Once Upon a Time	Summer Little Explorers
	<ul style="list-style-type: none"> Describe and name people who are familiar to them, comment on images of familiar situations in the past. Begin to talk about family at home by sharing family photographs. Recount family experiences that happened in their past using photos as a prompt. Create a class Memory Box – add something throughout the year – photos/ artefacts/ objects. Keep returning to look at it and talking about the changes that have happened. Talk about family Christmas traditions and family traditions around the world. Begin to recognise similarities and differences between the past and today within our school using photographs and stories. What is the history of Pottery Primary school? When was it built? Was it always a school? Decide whether photographs or images (e.g. from stories) depict the past. Use photographs and images to make simple observations about the past. Ask questions about the differences they can see in photographs or images that represent the past. Become aware of changes that happen throughout the year (e.g. seasons, nature). Recognise significant dates for them (birthday). 	<ul style="list-style-type: none"> A local study- Find out Facts about My High Street (What is Belper like now? How has it changed? When was it built? What for? Use old images and artefacts, compare and contrast the differences.) Make simple observations about the past from photographs and images. Communicate findings by pointing to images and using simple language to explain their thoughts. Recognise how the environment around us changes as time passes. Recognise how stories and books can tell us about the past. Compares homes from now to the past (focusing on Cinderella’s kitchen.) In fairy tales, kings/queens are usually important, powerful people who rule over others. Begin to talk about our Royal Family, and the history. Share some interests and achievements from their own lives and the lives of their families and friends (link to 3 little pigs building on houses) Recognise some people are older than others. Parents are older than children and grandparents are older than parents (beginning to understand the concept of generations). (Link to life cycles) Some language for talking about the passing of time and events that have already 	<ul style="list-style-type: none"> Let’s be explorers. Find out what an explorer is and does. What does an explorer need? Maps, transport. Name an important explorer (Christopher Columbus/ Matthew Henson) Time travel back to the time of the Dinosaurs. Discuss differences and similarities between themselves and others communities and traditions (life in the Jungle) <p>Transition and preparation for changes into KS1.</p> <ul style="list-style-type: none"> Look back at our class memory box discussing and recognising changes since I first started at school (similarities and differences) Reflect on our learning journey of Reception. Talk about the future and next steps in Year 1. Talk about each other, recognising we all have different interests and hobbies.

	<ul style="list-style-type: none">• Recognise some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year).	<p>happened, even if used inaccurately (before, yesterday, last week, last year, etc.).</p> <ul style="list-style-type: none">• Recognising that some stories are set a long time ago.• Experiencing cause and effect, science experiments throughout the topic.• Begin to use stories and non-fiction books to find out about life in the past.• Begin to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, “when I was in nursery...”, etc.).	
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