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|  | **EYFS**  |
| ***Communication and language*** * Connect one idea or action to another using a range of connectives.
* Describe some events in detail.
* Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

***Personal, Social, Emotional Development**** Think about the perspective of others.

**Physical Development** * Begin to show accuracy and care when drawing

***Mathematics*** * Begin to use the language of time e.g. a personal timeline/then and now
 | ***Understanding the world*** * Use simple words to talk about the passing of time.
* Talk about past and present events in their own lives and in the lives of family members.
* Recognise and describe special times or events for family or friends.
* Identify and talk about simple similarities and differences between things in the past and now, drawing on own experiences and what has been read in class.
* Listen to and recall simple historical stories.
* Understand the past through settings, characters and events encountered in books read in class and storytelling.

***Expressive Arts and Design*** * Make use of props and materials when role playing characters in narratives and stories.

***Literacy*** * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
* Anticipate – where appropriate – key events in stories
* Compare and contrast characters from stories, including figures from the past
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**Key Stage One**

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| **Year 1** |
| **Substantive Knowledge** |  |  |  |
| **How did people travel long ago? – Changes within living memory*** Pupils should be able to identify there are different modes of transport for different reasons.
* Pupils should understand that transport can be powered in different ways.
* Pupils should be aware that transport looks different now compared to the past.
* Pupils should recognise there are different types of transport for different purposes.
* Pupils will know why transport has developed over time.
* Pupils will know transport is constantly improving and developing into the future.
 | **Why did the Great Fire happen in London a long time ago? – Events Beyond Living Memory*** Pupils should be able to identify the year the Great Fire of London occurred (1666), demonstrating an initial understanding of chronological sequence.
* Pupils should understand how the fire started and be able to name the source of the fire (Thomas Farriner's bakery on Pudding Lane).
* Pupils should be able to describe at least three major effects of the fire such as the destruction of homes, the displacement of people, or the reconstruction efforts following the fire.
* Pupils should be aware of the extent of the fire, understanding that it spread quickly and engulfed a large part of the city.
* Pupils should recognise the Great Fire's influence on London's development, including changes in building materials and improved fire safety measures.
* Pupils should appreciate the importance of the Great Fire in London's history, recognising its significance as a turning point for urban development and fire safety.
 | **Have you heard of a pirate named Black Beard? *–* Significant Individual from the past*** Pupils should be able to identify what a pirate is and highlight several key historical periods during which pirates were most active, primarily focusing on the 'Golden Age of Piracy'.
* Pupils need to be able to name and share basic facts about at least one significant pirate, such as Blackbeard or Anne Bonny, noting their influence and notoriety during their time.
* Pupils should understand typical living conditions on a pirate ship, including the roles and duties of pirate crew members and the concept of the pirate code.
* Pupils should begin discussions on the morality of piracy promoting an early understanding of right and wrong within a historical context.
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