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	I am Special, I am Me	Into the Woods	A Long Time Ago...	All Creatures Great and Small	Once Upon a Time	Let's Explore our Wonderful World
History / Past and Present	<p>SBD LOE9 – How has washing our clothes changed?</p> <p>Houses and homes in the past.</p>	<p>Who is Guy Fawkes?</p> <p>What did Christmas look like in the past?</p>	<p>Has our world always been like this? (Dinosaurs?)</p> <p>SBD LOE1 - How did people listen to music in the past?</p> <p>SBD LOE2 – How has using a telephone changed?</p> <p>SBD LOE3 – What is a typewriter?</p> <p>SBD LOE6 – Why did Polly put the kettle on?</p>	<p>SBD LOE7 – Did milk always come in a carton?</p> <p>How have farms changed over time?</p> <p>Farming machinery now and then.</p>	<p>TQC LOE1 – Why do people wear hats?</p> <p>TQC LOE2 – What is a crown and who wears one?</p> <p>TQC LOE3 – What happens at a coronation?</p> <p>TQC LOE5 – What are the crown jewels and why are they kept in a castle?</p> <p>TQC LOE6 – Who are the guardians of the Tower of London?</p> <p>Have castles always looked the same?</p>	<p>SBD LOE8 – How has weighing things changed?</p> <p>Who can help me?</p> <p>How can I keep myself safe?</p>
Key Concepts and Skills	<p>KEY CONCEPT: sense of time (chronological understanding)</p> <p>-To say one thing that has changed about me over time after looking at photographs.</p> <p>-To know one thing that I can do now that I couldn't do when I was a baby.</p> <p>-Understand that photos are a way of showing what happened in the past (context baby photos, homes and clothes).</p> <p>-To know that events come in sequence and tell my teacher what comes next in the school day.</p> <p>-To talk about some sequences of things in their own life.</p> <p>-To know words /phrases like yesterday, last week, last year relate to different amounts of time.</p> <p>-Know we do different things at different times of the day and different times of the year e.g. Christmas.</p> <p>-Know that they belong to the school community of St James'.</p> <p>-Talk about who makes up their family and describe them.</p> <p>Understand that families can all be different (cross reference with PSHE curriculum).</p> <p>-To talk about things that have happened.</p> <p>To know that they are part of a wider community (groups, clubs, church, neighbourhood).</p> <p>Topic specific vocabulary & knowledge.</p> <p>To say one thing that is the same/different between family members and themselves/homes now and in the past</p> <ul style="list-style-type: none"> • Washboard, glass, ridges, laundry, washing tub, soap, invention, mangle, wring, washing machine, electricity. 		<p>Understand that photos are a way of showing what happened in the past (context places / artefacts – farms)</p> <p>-Know that objects and stories can also help us learn about the past.</p> <p>-Know that some things are the same and some things are different in the past, be able to name some of the similarities and differences.</p> <p>-Recognise that some things happened before they were born.</p> <p>-To know and use phrases a long time ago/ many years ago and know these relate to time before they were born.</p> <p>-Know we do different things at different times of the day and different times of the year e.g. Easter.</p> <p>-To know about people outside their family and talk about what makes them special (e.g. figures from the past).</p> <p>-To talk about things in the past, present and future (e.g. things that are personal to them).</p> <p>To talk about why something might have changed e.g. aeroplanes that have a roof where it didn't before, when cars used to have to wound up, when irons had to be warmed in a fire.</p> <p>Topic specific vocabulary & knowledge.</p> <p>To say one thing that is the same/different between artefacts and farming now and in the past</p> <p>Artefact, object, record, recording, record player, cassette player, transistor radio, streaming, download, smartphone, tablet, You Tube, app.</p> <p>Telephone, rotary, dial, redial, directory, record, fixed, public telephone box, coins, insert, smartphone, function, mobile.</p> <p>Typewriter, key, ribbon, typing, typist, technology, laptop, computer, smartphone, keyboard, delete, predict, document.</p>		<p>Understand that photos are a way of showing what happened in the past (context places / objects – Kings and Queens)</p> <p>-Talk about things that are the same/different in a story about the past compared to now.</p> <p>-To give an opinion on change e.g. talk about if changes have made things better or worse.</p> <p>-To talk about why something might have changed e.g. aeroplanes that have a roof where it didn't before, when cars used to have to wound up, when irons had to be warmed in a fire.</p> <p>-To identify if something (object / photo/story) is from a long time ago.</p> <p>-To know that they are part of a wider community (groups, clubs, church, neighbourhood).</p> <p>To know about people outside their family and talk about what makes them special (e.g. figures from the past)</p> <p>Topic specific vocabulary & knowledge.</p> <p>To say one thing that is the same/different between Kings and Queens and artefacts now and in the past</p> <p>Crown, king, queen, monarch, prince, princess, jungle, gold, silver, jewels, symbol, power, authority, ruler, Queen Elizabeth II, Prince Phillip, the Duke of Edinburgh.</p> <p>Coronation, state coach, Westminster Abbey, London, balcony, Buckingham Palace, United Kingdom, ceremony, robes, oath, orb, sphere, sceptre, throne.</p> <p>Historic, landmark, River Thames, House of Parliament, park, hotel, gallery, theatre, market, capital city, castle, statue, bridge, St Paul's Cathedral, millennium, Tower of London.</p>	