

<p>ELG People and Communities:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Understand the past through settings , characters and events encountered in books read in class and storytelling 	<p>Key Vocabulary</p> <p>In the past, long ago, once upon a time, years, months, days, ago, when, King, Queen, royal, baby, toddler, child, parent, grandparent, grow, time, first, then, after, place, den, invent, order</p>	
<p>Thinking like a Historian</p> <ul style="list-style-type: none"> • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Talk about photographs of our families • Offer hands on experiences that deepen children’s understanding – visiting local areas of historical significance • Show images of familiar situations in the past such as homes, transport, schools • Organise events in a basic chronological order • Look for clues in pictures/artefacts that tell us it is from the past 	<p>Sticky Knowledge:</p> <p>To make sense of their own life story and their family’s history</p> <p>Compare and contrast figures from the past presented in stories/poems/rhymes</p> <p>Recognise things happened before they were born</p>	
<p><u>Enquiry</u></p> <p>What was life like before? What toys did my parents/grandparents play with? What jobs did my grandparents do? How have I changed? What did my parents look like as babies and children? Was my school always here? What looks different to my house/school/shop in this picture?</p>	<p><u>Communication</u></p> <p>Sequence photos or pictures in a basic chronological order Talk about themselves in the past tense</p>	<p>Prior Knowledge:</p> <p>To know they were babies and have grown and changed over time</p> <p>That their parents and grandparents lived before them</p>
<p>Potential Evidence to support our historians (I can..):</p> <ul style="list-style-type: none"> • Talk about events in my life that have already happened • Order events in a simple chronological order • Talk about a significant person – ie King Charles III • Recognise that stories may be set in the past • Look for clues in pictures/artefacts that signify they are from the past 	<p>Future Knowledge:</p> <p>To understand that other people’s actions can affect our own lives</p> <p>To understand people can become ‘famous’ for their actions</p> <p>To know the lives of significant individuals from the past (Brunel, Queen Victoria, Queen Elizabeth, Mother Teresa, Edward Jenner,</p>	

Wright Bothers)
To know changes within living memory that have affected national life (Toys)

Cultural Capital

Visits and visitors

Grandparents to visit to talk about life as a child/their jobs

People in to visit from the community (police/firefighters/doctors)

Experiences and events

Beat Bus music – traditional songs focus

Gather artefacts for children to explore
Make collections of items (phones/cameras/vinyl/keys)

Photobooks of the children – both from when they were babies to present day and from their time in Reception

'Baby' activity zone to promote discussion of their lives since they were babies

Toys/games from the past to play with

Digimaps – look at and compare old/new maps of Wickwar and the school

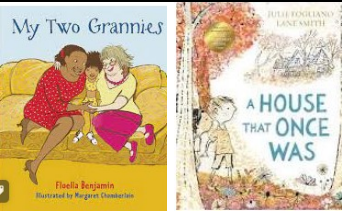
King/Queen role play area

Den building

Playing shops

Key texts



		
Community events and links Yate Heritage centre	Global issues	Famous people King Charles III
Life Skills	Key places Wickwar High Street Wickwar Town Hall Wickwar Church	