

Year 1	Me and My Family	Toys and Transport	Samuel Crompton
<b>Exploratory</b>	<p>To recognise familiar adults</p> <p>To explore role play resources.</p> <p>To be able to show an active interest in an activity</p> <p>To begin to communicate intentionally with a familiar adult e.g. eye contact, gesture or action.</p> <p>To anticipate repeated sounds, sights and actions</p> <p>To be able to express own preferences and interests.</p>	<p>To recognise familiar objects.</p> <p>To explore role play resources.</p> <p>To interact with objects from the past.</p> <p>To sustain concentration for short periods when engaging with objects from the past.</p> <p>To observe the results of their own actions with interest e.g. pushing a spinning top.</p> <p>To show preference and interest of an object from the past.</p>	<p>To recognise familiar places.</p> <p>To explore role play resources.</p> <p>To show recognition of a significant event or person through preferred method of communication.</p> <p>To initiate interactions in preferred activity.</p>
<b>Functional</b>	<p>To engage with stories about people and events in past.</p> <p>To role play using real life, life sized resources.</p> <p>To select photos of themselves, identifying old and new.</p>	<p>To engage with texts about objects from the past.</p> <p>To role play using real life, life sized resources.</p> <p>To recall some facts from the past.</p> <p>To use symbols to identify an event/object from the past.</p>	<p>To engage with stories about their local area/person who has made a difference.</p> <p>To role play using real life, life sized resources.</p> <p>To select historical artefacts from a range of objects.</p>

	<p>To match old and new things from a picture/objects, using symbols.</p> <p>To recognise that some objects/photos belong in the past.</p> <p>To sequence a set of 3 objects/photos in chronological order.</p>	<p>To identify events/objects from their personal past.</p> <p>To recount interesting facts from the past, about personal/important person.</p>	<p>To select important facts from a specific event/person.</p> <p>To match symbols to simple questions about historical event/person.</p>
<p><b>Core</b></p>	<p>To listen to stories about people and events in past.</p> <p>To role play using real life, small world resources</p> <p>To use words and phrases like: old, new, and a long time ago.</p> <p>To look at photos and discuss about things that happened when they were younger.</p> <p>To ask or answer questions about old and new objects/photos.</p> <p>To identify the main differences between old and</p>	<p>To listen to texts about objects from the past.</p> <p>To role play using real life, small world resources</p> <p>To recognise and recall about events that have happened in the past.</p> <p>To use simple phrases and statements about events in the past.</p> <p>To share stories about events that have happened in their lives.</p> <p>To compare key events from their lives to other peoples.</p>	<p>To listen and recall some key facts from stories about their local area/person who has made a difference.</p> <p>To role play using real life, small world resources</p> <p>To research the life of a significant area/ person from the past who made a difference. Using a range of informational resources.</p> <p>To document and recall about their local area/person to say how they make a difference.</p>

	<p>new from objects/photos. For example, how I have changed since I was born.</p> <p>To sequence a set of 5 objects in order and give reasons for their order.</p>		<p>To ask and/or answer questions from peers or adults about their own lives or a significant other.</p>
<b>Year 2</b>	<b>Celebrate Good Times – All About Me</b>	<b>Super Me – Florence Nightingale</b>	<b>Imagination Station – Neil Armstrong/Moon landing</b>
<b>Exploratory</b>	<p>To sustain concentration for a short story from the past.</p> <p>To actively explore objects in role play situations.</p> <p>To recognise themselves in recent pictures.</p> <p>To recognise themselves in pictures from the past.</p> <p>To explore/engage with personal items from their own early childhood.</p> <p>To recognise familiar adults in pictures.</p> <p>To use single words/signs/symbols to</p>	<p>To sustain concentration for a short story about a significant individual from the past e.g. Florence Nightingale</p> <p>To actively explore objects from the past and present in role play situations.</p> <p>To explore historical objects/artefacts linked to a significant individual from the past.</p> <p>To begin to link the passage of time with a variety indicators e.g. objects used in the past to objects used in the present.</p> <p>To begin to apply potential solutions systematically to</p>	<p>To sustain concentration for a short story about a significant event from the past (moon landing).</p> <p>To actively explore objects from the past and present in role play situations.</p> <p>To show preference towards an object related to a significant even/person through vocalisation, gesturing or use of signs/symbols.</p> <p>To respond to options/choices of an object or activity using actions/gestures, vocalisations or use of signs/symbols.</p>

	confirm the function of everyday items from the past – e.g. cup, bed, house.	problems e.g. gesturing that they have finished an activity or towards a new activity.	To communicate intentionally about a significant event through vocalisation, gesturing or use of signs/symbols.
<b>Functional</b>	<p>To listen to stories and recognise that it happened before present day.</p> <p>To role play using real life, life sized resources.</p> <p>To make comments about themselves and people they know in pictures.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols - old, new, later, now.</p> <p>To select photos, identifying old and new.</p> <p>To show awareness that they took part in past events and begin to communicate this through words/signs/symbols.</p>	<p>To listen to stories about historical event/person and recognise that it happened before present day.</p> <p>To role play using real life, life sized resources.</p> <p>To recognise some obvious distinctions between past and present using words/signs/symbols.</p> <p>To compare objects that belong in the past or present.</p> <p>To recognise that a significant individual (Florence Nightingale) is from the past.</p> <p>To begin to answer simple questions about a significant individual (Florence Nightingale) with some prompting and support.</p>	<p>To listen to stories about historical event/person and recognise that it happened before present day.</p> <p>To explore historical artefacts.</p> <p>To begin to answer simple questions about a significant individual (Moon landing/Neil Armstrong) with some prompting and support.</p> <p>To select important facts from a specific event/person.</p> <p>To recall some key facts of the life of someone who is significant in history.</p> <p>To re-enact a significant event.</p>

	<p>To sequence a set of 4 objects/photos in chronological order.</p>	<p>To find similarities or differences between two periods of history.</p> <p>To recall some key facts of the life of someone who is significant in history.</p>	<p>To retell a part of significant historical events or person using words/signs/symbols.</p>
<b>Core</b>	<p>To listen to stories and recognise that it happened years ago.</p> <p>To role play using real life, small world resources.</p> <p>To develop the use of historical language. E.g. before, after, past, present, when I was younger. <i>Preferred communication method.</i></p> <p>To recount episodes from their own past, using some simple historical language.</p> <p>To explain what an object from the past was used for.</p>	<p>To role play using real life, small world resources.</p> <p>To retell a familiar story about a significant person.</p> <p>To compare objects that belong in the past or present and give examples.</p> <p>To give examples of things that are different in their life, from when they were younger to the time of a significant person.</p> <p>To explain a part of a significant person, using a range of informational resources.</p>	<p>To listen to stories about historical event/person and answer simple questions.</p> <p>To explore historical artefacts.</p> <p>To sequence events from a historical event/person.</p> <p>To research a significant event from the past.</p> <p>To re-enact a significant event including their own researched key facts.</p> <p>To talk about historical events and identify facts.</p> <p>To recount the life of someone who is significant in history.</p>

	<p>To answer simple questions about old and new events/objects/people.</p> <p>To sequence a set of 6 objects/photos in chronological order.</p>	<p>To communicate simple phrases/statements, through words/signs/symbols about the life of a historical figure (Florence Nightingale).</p>	
<b>Year 3</b>	<b>Party Time – Me, Myself and I</b>	<b>Mad as a hatter – British Monarchs</b>	<b>Dare to be different – Bolton’s Background</b>
<b>Exploratory</b>	<p>To respond to options and choices with actions or gestures</p> <p>To actively explore objects and events for more extended periods</p> <p>To be present in a group for a short period of time while sharing a story.</p> <p>To collect objects of interest in relation to the topic.</p> <p>To begin to understand the function of some everyday objects.</p>	<p>To shift attention from one object or activity and back again.</p> <p>To beginning to engage in parallel play</p> <p>To anticipate an event in a familiar routine e.g banquet themed tuck.</p> <p>To actively explore objects and events for more extended periods.</p> <p>To explore images of individuals from the past (British Monarchs – John, Anne and Victoria).</p> <p>To respond to options/choices of an object or activity using</p>	<p>To begin to be aware of themselves and what they look like in a range of ways e.g a picture, in a mirror and taking a photograph of themselves.</p> <p>To begin to show engagement with a person, event or objects they are presented with for a short period of time.</p> <p>To observe the results of their own actions with interest.</p> <p>To pretend to use a real object on themselves.</p> <p>To express a preference from a choice of 2 objects or activities</p>

		actions/gestures, vocalisations or use of signs/symbols.	
<p><b>Functional</b></p>	<p>To pick historical artefacts out from a collection of items related to the topic.</p> <p>To sort objects by a given criteria and items from the present day.</p> <p>To listen to historical stories.</p> <p>To answer simple questions about historical stories and artefacts.</p> <p>To select artefacts suitable for their own expedition and begin to give reasons for their choices.</p> <p>To begin to answer simple questions.</p>	<p>To begin to recognise some distinctions between the past and the present in other people's lives as well as their own and communicate about these in simple phrases e.g clothes worn by British Monarchs (Queen Victoria) compared to now (Queen Elizabeth).</p> <p>To begin to use some common words, signs or symbols to indicate the passage of time.</p> <p>To sequence a set of 5 objects/photos from other people's past in chronological order (British Monarchs from the past to now).</p> <p>To begin to recognise individuals from the past and why they are important (British Monarchs).</p>	<p>To recognise some obvious distinctions between the past and present in their own lives e.g past birthday parties.</p> <p>To listen to stories about Bolton's past and recognise that it happened before present day.</p> <p>To indicate if objects/pictures of Bolton belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols - old, new, later, now, before, past, present.</p> <p>To sequence a set 5 of objects/photos showing Bolton in the past, in chronological order.</p> <p>To role play using real life, life sized resources</p>

		To role play using real life objects from the past.	
<b>Core</b>	<p>To justify why individuals from a certain time would use particular objects.</p> <p>To sort objects by a given criteria and give reasons of their differences.</p> <p>To sequence a set of 5 pictures from a significant person's past in chronological order.</p> <p>To find information about a historical time through research.</p> <p>To re-enact the transition from given historical times, including their own researched key facts.</p> <p>To role play using real life objects and use the information they have found through research in their play.</p>	<p>To identify distinctions between past and present in other people's lives and their own and give reasons for these e.g clothes worn by British Monarchs (Queen Victoria) compared to now (Queen Elizabeth).</p> <p>To explore objects and personal events from the past and justify reasoning whether they belong in past or present day.</p> <p>To consistently use words, signs or a sequence of symbols to indicate the passage of time in a particular person or events past – the changing of British Monarchs.</p> <p>To sequence a set of 6 objects/photos of British Monarchs in chronological order.</p> <p>To understand how individuals from the past have contributed to life in present</p>	<p>To share stories about a significant event in Bolton.</p> <p>To find information about the past/history of Bolton through research or talking to an older person from the local area.</p> <p>To identify similarities and difference between given periods of time – Bolton in the past and Bolton now.</p> <p>To sequence in chronological order, events in Bolton and use historical language. Examples; <i>before, after, past, present, then, now,</i></p> <p>To role play using real life resources, using the correct language and reasoning for their actions.</p>

		<p>day – British Monarchs.</p> <p>To role play in a real life situation for a banquet.</p>	
<b>Year 4</b>	<b>I am feeling- Anglo Saxons</b>	<b>The choice is yours- Roman Empire/Julius Cesar</b>	<b>Read all about it- Sixties</b>
<b>Exploratory</b>	<p>To respond to options and choices with actions or gestures.</p> <p>To actively explore objects and events linked with the Anglo Saxons for more extended periods of time.</p> <p>To be present in a group for a short period of time while sharing a story about the Anglo Saxons.</p> <p>To collect objects of interest in relation to the topic – Anglo Saxons.</p> <p>To participate in role play using real life objects.</p>	<p>To sit in group for a short period of time.</p> <p>To explore objects and materials in a variety of ways</p> <p>To show my preferences using words/signs/symbols/gestures.</p> <p>To explore an object from the past for extended periods of time.</p> <p>To begin to sort objects of interest in relation to the topic – Roman Empire/Julius Cesar.</p> <p>To participate in role play using real life objects.</p>	<p>To show a preference using words/signs/symbols.</p> <p>To actively explore objects and events linked to the Sixties.</p> <p>To participate in group for an extended period of time.</p> <p>To begin to sort objects of interest in relation to the Sixties.</p> <p>To participate in role play using real life objects.</p>
<b>Functional</b>	To recall some simple facts about specific historical artefacts or buildings linked to the Anglo Saxons.	To identify activities and events from the past in response to artefacts and stories.	To know they took part in past events and to listen and respond to familiar stories about their own past.

	<p>To select historical artefacts out from collections of items.</p> <p>To sort objects by a given criteria and begin to give a reason.</p> <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To explore or create artefacts for a significant event, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p>	<p>To explore pictures of people from the past and begin to learn their name.</p> <p>To listen to and follow stories about significant people</p> <p>To recount key events from a significant person's past (Julius Cesar) and some details from other historical events with prompts.</p> <p>To sequence a set of 5 objects/photos in chronological order.</p> <p>To role play using real life, life sized resources.</p>	<p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p> <p>To indicate if personal events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols - old, new, later, now.</p> <p>To role play using real life, life sized resources.</p>
<b>Core</b>	<p>To investigate events beyond living memory that are significant nationally or globally.</p> <p>To know and recount episodes from stories about the past.</p> <p>To find answers to questions about the past from sources of information.</p>	<p>To investigate the lives of significant individuals (Julius Cesar) in the past who have made a national impact.</p> <p>To compare aspects of life in different periods of time e.g houses, food, lifestyle</p> <p>To sequence in chronological order events or objects, and use everyday terms about the passing of time.</p>	<p>To investigate changes from the Sixties, identifying past and present.</p> <p>To recall stories of a significant event/person from the past and give examples.</p>

	<p>To beginning to identify some of the different ways in which the past is represented.</p> <p>To recreate artefacts or a significant event, using a range of materials and tools and explain their reasoning.</p> <p>To role play using real life, small world resources</p>	<p>To share knowledge and understanding of aspects of the past (beyond living memory), about main events/people they have studied.</p> <p>To recognise and discuss that there are reasons why people in the past acted as they did.</p> <p>To role play using real life, small world resources.</p>		<p>To research information about a significant event/person and explain their knowledge.</p> <p>To recall about a significant person/event in their own life, identifying what they did earlier and what they do now.</p> <p>To identify similarities and difference between given periods of time and explain understanding.</p> <p>To sequence in chronological order, a significant event and use historical language. Examples; before, after, past, present, when I was younger ,</p> <p>To role play using real life, small world resources.</p>
<b>Year 5</b>	<b>From the Factory- Late Neolithic hunter-gatherers and early farmers – Skara Brae</b>	<b>Stone Age to Iron Age</b>	<b>Branching out – The Seventies</b>	<b>The Bedouin Tribe linked with English stories from other cultures</b>
<b>Exploratory</b>	To recognise and make comments about themselves and people they know in pictures of the more distant past.	To respond to options and choices with actions or gestures	To explore an object and join in with events for extended periods of time.	To explore an object and join in with events for extended periods of time.  To show an interest in artefacts relating to the Bedouin tribe.

	<p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p> <p>To begin to pick historical artefacts out from collections of items.</p> <p>To begin to recognise some distinctions between the past and present in other people's lives.</p>	<p>To actively explore objects and events from the Stone Age/Iron Age for more extended periods</p> <p>To be present in a group for a short period of time while sharing a story about the Stone Age/Iron Age.</p> <p>To collect objects of interest in relation to the topic – Stone Age/Iron Age.</p> <p>To begin to understand the function of some everyday objects.</p>	<p>To show an interest in artefacts relating to the Seventies.</p> <p>To engage with artefacts relating to the Seventies for more extended periods of time.</p> <p>I can take part in activities of relating to the Seventies for a short period of time.</p>	<p>To engage with artefacts relating to the Bedouin Tribe for more extended periods of time.</p> <p>I can take part in activities of relating to the Bedouin Tribe for a short period of time.</p>
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<b>Functional</b>	<p>To recall some simple facts about historical artefacts related to Skara Brae.</p> <p>To identify historical artefacts out from collections of items associated with early farmers/Skara Brae</p> <p>To sort objects by a given criteria and give a reason e.g. old farming tools etc.</p> <p>To begin to research Skara Brae, using some simple historical language.</p> <p>To explore or create artefacts relating to late Neolithic hunter gatherers/early farmers, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p>	<p>To pick historical artefacts out from a collection of items related to the topic.</p> <p>To sort objects by a given criteria and items from the present day.</p> <p>To listen to historical stories.</p> <p>To answer simple questions about historical stories and artefacts.</p> <p>To select artefacts suitable for their own expedition</p>	<p>To sort objects to given criteria in relation to the Seventies lifestyle and culture.</p> <p>To recount a historical event from the Seventies with adult prompt and visual support.</p> <p>To answer simple questions about the artefacts relating to the Seventies.</p> <p>To answer simple questions about historical artefacts with adult prompting</p>	<p>To answer simple questions about historical artefacts with adult prompting and visual support.</p> <p>To begin to pick historical artefacts out from collections of items relating to the Bedouin Tribe.</p> <p>To listen to and follow stories about events during the Bedouin Tribe.</p> <p>To sort objects to given criteria in relation to the Bedouin Tribe lifestyle and culture.</p> <p>To recount a historical event from the Bedouin Tribe with adult prompt and visual support.</p> <p>To answer simple questions about the artefacts relating to the Bedouin Tribe .</p>

		<p>and begin to give reasons for their choices.</p> <p>To begin to answer simple questions.</p>	<p>and visual support.</p> <p>To begin to pick historical artefacts out from collections of items relating to the Seventies.</p> <p>To listen to and follow stories about events during the Seventies.</p>	
<b>Core</b>	<p>To talk about the different time periods, using the words AC, AD, and Decade.</p> <p>To listen and share stories about the past, identifying differences to the present day.</p> <p>To use research skills to document historical facts or information about a specific period of past time.</p>	<p>To justify why individuals from a certain time would use particular objects.</p> <p>To sort objects by a given criteria and give reasons of their differences.</p>	<p>To re-enact a chosen event from the Seventies using own research.</p> <p>To investigate events beyond living memory that are significant nationally or globally.</p>	<p>To investigate events beyond living memory that are significant nationally or globally.</p> <p>To know and recount episodes from stories about the past.</p> <p>To find answers to questions about the past from sources of information.</p> <p>To beginning to identify some of the different ways in which</p>

	<p>To present (individual/group) their research about a given period of time from the past.</p> <p>To role play using real life, small world resources.</p>	<p>To sequence a set of 5 pictures from a significant person's past in chronological order.</p> <p>To find information about a historical time through research.</p> <p>To re-enact the transition from given historical times, including their own researched key facts.</p> <p>To role play using real life objects and use the information they have found</p>	<p>To know and recount episodes from stories about the past.</p> <p>To find answers to questions about the past from sources of information.</p> <p>To beginning to identify some of the different ways in which the past is represented in the Seventies.</p>	<p>the past is represented in the Bedouin Tribe.</p> <p>To re-enact a chosen event from the Bedouin Tribe using own research.</p>
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		through research in their play.	
<b>Year 6</b>	<b>Globe Trotters- Terrible Tudors</b>	<b>Food for thought- Ancient Egypt</b>	<b>Teamwork/ Funk &amp; Groove/ All together now – Eighties</b>
<b>Exploratory</b>	<p>To recognise and make comments about people in pictures from the more distant past.</p> <p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p> <p>To recognise some obvious distinctions between the past (Tudors) and present and communicate about these.</p> <p>To begin to pick historical artefacts (relating to the Tudors) out from collections of items.</p> <p>To begin to recognise some distinctions between the past</p>	<p>To recognise some obvious distinctions between the past (Ancient Egypt) and present and communicate about these.</p> <p>To indicate if objects belong in the past or present.</p> <p>To use common words, signs or symbols to indicate the passage of time e.g. old/new.</p> <p>With prompts, to recount episodes from historical events</p> <p>To answer simple questions relating to historical stories/artefacts.</p>	<p>To recognise some obvious distinctions between the past and present and communicate about these, relating to themselves.</p> <p>To use common words, signs or symbols to indicate the passage of time e.g. old/new.</p> <p>To engage in role play using items linked to the Eighties.</p> <p>To answer simple questions relating to the Eighties.</p>

	and present in other people's lives.		
<b>Functional</b>	<p>To respond to stories the Tudors.</p> <p>To recognise some obvious distinctions between the past and present in their own and others' lives and communicate about these.</p> <p>To indicate if events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language (old, new, later, now) and use during their present day.</p> <p>To role play using real life, life sized resources.</p>	<p>To recall some simple facts about historical artefacts and buildings.</p> <p>To select historical artefacts out from collections of items.</p> <p>To sort objects by a given criteria and give a reason.</p> <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To explore or create artefacts or a significant event, using a range of materials and tools.</p> <p>To role play using real life, life sized resources.</p>	<p>To recall some simple facts about the Eighties and make comments on them using words, signs or symbols.</p> <p>To indicate if events or objects belong in the past or present.</p> <p>To demonstrate understanding of some simple historical language (old, new, later, now) and use during their present day.</p> <p>With prompts, re-enact events from the Eighties using life sized resources.</p>
<b>Core</b>	<p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To use research skills to document historical facts or information about a specific period of past time.</p> <p>To present (individual/group)</p>	<p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To describe an event from the past using dates and historical language.</p> <p>To use research to find out similarities and differences of</p>	<p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To document and recall information about the Eighties how it has impacted our life today.</p>

	<p>their research from an event in past time and explain how the event shaped our life today.</p> <p>To explore historic artefacts and explain how they can be used to help build a picture of life in the past.</p> <p>To recall accurate facts within role play using life sized resources.</p>	<p>given periods of time and how they differ.</p> <p>To document knowledge and understanding of a significant event, written or verbally, with a range of historical language.</p> <p>To create a timeline (of a given period) in chronological order and explain some special events.</p> <p>To re-enact an event from the past using their own research.</p>	<p>To find answers to questions about the past from different sources of information.</p> <p>To role play using real life, small world resources.</p> <p>To re-enact an event from the past using their own research</p>
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