



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year R Topic Unit	All about Me	What the Ladybird Heard	Traditional Tales	We are going on a Bear Hunt	New Life	Walking through the Jungle
<p><b>Knowledge and Skills</b></p> <p>Describe aspects of change in national life - ongoing</p>	<p><b>Knowledge</b> Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b>Skills</b> Talk about past and present events in their own lives and in the lives of family members.</p> <p><b>Activities</b> Sharing of family stories, role playing significant events in their lives e.g. starting school, visiting the doctors or dentist.</p>		<p><b>Knowledge</b> They know about similarities and differences between themselves and others and among families and communities.</p> <p><b>Skills</b> They know about similarities and differences between themselves and others, and among families and communities and traditions.</p> <p><b>Activities</b> Within this topic the children look in great detail at how their home life and surroundings are similar or different to that of children living in India.</p>			



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic Unit	Funny Bones	Man on the Moon	Fabulous Fairy Tales	The Victorians	A Tiny Seed	Sailing the Seas
<p><b>Knowledge and Skills</b></p> <p>To use common words and phrases related to the passing of time. <b>(Continuous throughout the year)</b></p> <p>Describe aspects of change in national life - ongoing</p>	<p><b>Knowledge</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><b>Skills</b> Place known events and objects in chronological order. Sequence events and recount changes within living memory.</p> <p><b>Activities</b> Looking in depth at how they change ie- baby to adult. Children using real photos and pictures to sequence their changes within natural life.</p>	<p><b>Knowledge</b> Children will be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Skills</b> Find answers to some simple questions about the past from using simple sources of information. Talk, draw or write about aspects of the past.</p> <p><b>Activities</b> This will entail an in-depth look at Neil Armstrong's life and his achievements</p>		<p><b>Knowledge</b> Children will be taught about events beyond their memory that are significant nationally or globally. Children will be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Significant historical places in their own locally.</p> <p><b>Skills</b> Identify some similarities and differences between ways of life in different periods. Talk, draw or write about aspects of the past. Describe some similarities and differences between artefacts. Sort artefacts from 'then' and 'now'.</p> <p><b>Activities</b> Looking at historical artefacts, a visit to Manor Farm to experience first-hand 'a day as a Victorian child.' An in-depth look at in-depth look at Queen Victoria's life and her achievements. Children will compare Southampton from the Victorian period to Southampton today and discuss changes.</p>		



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Topic Unit	Into the Forest Florence Nightingale	Fire! Fire!	Africa	Vehicles Titanic	Islands – Katie Morag	British Wildlife
<p><b>Knowledge and Skills</b></p> <p>Show awareness of the past, using common words and phrases relating to the passing of time. <b>(Continuous throughout the year)</b></p> <p>Describe aspects of change in national life - ongoing</p>	<p><b>Knowledge</b> Children will be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Skills</b> Ask and answer questions, choosing and using parts of a stories and other sources to show that I know and understand key features of events. Show understanding of some ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Activities</b> This entails at in-depth look at Florence Nightingale and the impact she made.</p>	<p><b>Knowledge</b> Children will be taught about events beyond their living memory that are significant nationally or globally.</p> <p><b>Skills</b> Describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods. Show understanding of some ways in which we find out about the past and identify different ways in which it is represented.</p> <p><b>Activities</b> A visit from the 'Treehouse Theatre Company' to allow the children to rein act the scenes from the historic event, a visit from the fire brigade and the burning of the children's houses on the school playground.</p>		<p><b>Knowledge</b> Children will be taught about events beyond their living memory that are significant in their own locality. (Southampton)</p> <p><b>Skills</b> Describe significant historical events, people and places locally.</p> <p><b>Activities</b> A look at the making and sinking of the Titanic.</p>		