




Key Facts		Map/Timeline/Diagram	
<p>What is the name of the place where I live? What is the name of the school that I go to? Did my home/school always look like it does today? What might my area/home/school have been like a long time ago?</p>			
Key Learning:		Prior Learning:	Books for support/ Enrichment Opportunities:
<p><b>Enquiry, Interpretation and Using Sources</b> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. Pupils use photos and maps and digital maps to locate their home and school. What clues can help them to find the names? Is their home near the school? What else does the map show us (roads, fields, rivers, houses) etc. Can they show the route they take to school? How do they travel to school and why do they travel in such a way?</p> <p><b>Chronology</b> Use phrases such as recently, before, after, now later</p>		<p>Tell the difference between past and present in own and other people’s lives Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website) Sort artefacts “then” and “now” Ask and answer questions related to different sources and objects( including pictures and stories) Use words and phrases such as old, new young, days, months</p>	<p>Photographs in the library. Maps, photos of street signs, envelopes with addresses on, school sign, examine the school website with 'how to find us map'.</p>

Subject Specific Vocabulary	
Key word	Definition
Route	path taken to get somewhere
hopscotch	playground game
Victorian	In the time of Queen Victoria