



EXPLORERS		PATHFINDERS
Composites	Components	Composites
<p><b>Talk about the lives of people around them and their roles in society</b></p>	<p>To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of time</p> <p>To know who the older people are in their lives and identify similarities and differences between their childhood and their own</p> <p>To know some games that their grandparents played when they were young</p> <p>To know some differences between how people used to live at different times</p> <p>To know that people wore different clothes in the past</p>	<p><b>Pupils should be taught about changes within living memory (NC)</b></p> <p><b>Pupils should be taught about events beyond living memory (NC)</b></p>



<p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></p>	<p>To look at photographs of old-fashioned forms of transport and notice what is different from modern-day equivalents</p> <p>To identify similarities and differences between old and new toys through observation</p> <p>To know that teddy bears were created a long time ago, but we still play with them today</p> <p>To identify some similarities and differences between old and new teddy bears</p> <p>To know that toys still had moving parts before batteries were invented</p> <p>To know that most people have or had a favourite toy and be able to talk about theirs</p>	<p><b>Pupils should be taught about changes within living memory (NC)</b></p> <p><b>Pupils should be taught about events beyond living memory (NC)</b></p>
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<p><b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (continued)</b></p>	<p>To know that there are many different types of houses and be able to identify some similarities and differences</p> <p>To identify buildings that don't traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castle</p> <p>To identify some old and new houses in their local area</p> <p>To identify old things and recognise what can be done to look after them</p> <p>To identify past events and experiences and discuss what happens/happened at them</p>	<p><b>Pupils should be taught about significant historical events, people and places in their own locality (NC)</b></p> <p><b>Pupils should be taught about events beyond living memory that are significant nationally or globally (NC)</b></p>
<p><b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></p>	<p>To know some stories from different cultures and compare with stories that they have been told and know well</p> <p>To identify the changes that happened to Cinderella and then identify changes in their own lives</p>	<p><b>Pupils should be taught about significant historical events, people and places in their own locality (NC)</b></p>