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

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| **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class** | To look at photographs of old-fashioned forms of transport and notice what is different from modern-day equivalents  To identify similarities and differences between old and new toys through observation  To know that teddy bears were created a long time ago, but we still play with them today  To identify some similarities and differences between old and new teddy bears  To know that toys still had moving parts before batteries were invented  To know that most people have or had a favourite toy and be able to talk about theirs | **Pupils should be taught about changes within living memory (NC)**  **Pupils should be taught about events beyond living memory (NC)** |

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| **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (continued)** | To know that there are many different types of houses and be able to identify some similarities and differences  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  To identify some old and new houses in their local area  To identify old things and recognise what can be done to look after them  To identify past events and experiences and discuss what happens/happened at them | **Pupils should be taught about significant historical events, people and places in their own locality (NC)**  **Pupils should be taught about events beyond living memory that are significant nationally or globally (NC)** |
| **Understand the past through settings, characters and events encountered in books read in class and storytelling** | To know some stories from different cultures and compare with stories that they have been told and know well  To identify the changes that happened to Cinderella and then identify changes in their own lives | **Pupils should be taught about significant historical events, people and places in their own locality (NC)** |