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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 timeTo know who the older people are in their lives and identify similarities and differences between their childhood and their ownTo know some games that their grandparents played when they were youngTo know some differences between how people used to live at different timesTo 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 equivalentsTo identify similarities and differences between old and new toys through observationTo know that teddy bears were created a long time ago, but we still play with them todayTo identify some similarities and differences between old and new teddy bearsTo know that toys still had moving parts before batteries were inventedTo 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 differencesTo identify buildings that don’t traditionally look like homes, but are places where people live or have lived in the past e.g. palace, castleTo identify some old and new houses in their local areaTo identify old things and recognise what can be done to look after themTo 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 wellTo 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)** |