

<u> History - Curriculum Overview</u>

| | | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
|--------|----------------------|---|---|---|--|--|---|
| Autumn | Title and Objectives | Children talk about past and p lives and in the lives of family Children know about similaritie themselves and others, and a and traditions. Children know about similaritie to places, objects, materials at Children use past, present and when talking about events that happen in the future. | members. es and differences between mong families, communities es and differences in relation and living things. d future forms accurately | Chronological understanding I can put up to three objects in chronological order. I can use words and phrases like old, new and a long time ago. I can understand that some objects belonged to the past. Knowledge and interpretation I can begin to identify the main differences between old and new objects. I can identify objects from the past. I can give examples of things that are different in my life from that of when my grandparents were young. Historical enquiry I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can answer questions using an artefact/photograph provided. I can give a plausible explanation about what an object was used for in the past. I can find something out | The Gun Powder Plot Great Fire of London Events beyond living memory significant nationally or globally Chronological understanding I can use words and phrases like: before I was born, when I was younger I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning I can use the words past and present correctly I can use a range of appropriate words and phrases to describe the past? I can sequence a set of events in chronological order and give reason I can retell a familiar story set in the past Knowledge and interpretation I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago I can explain what is meant by a parliament Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why someone in the past acted in the way they | Chronological understanding I can use my mathematical knowledge to work out how long ago events in recent and local history would have happened? I can use a timeline within a specific time in history to set out the order things may have happened? Knowledge and interpretation I can suggest why certain events happened as they did in history? I can suggest why certain people acted as they did in history? I can explain how events from the past have helped shape our lives? Historical enquiry I can use various sources of evidence to answer questions? I can they research a specific event from the past to then write about this? I can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? | I can describe events from the past using dates when things happened. I can describe events and periods using the words: ancient and century. I can use a timeline within a specific time in history to set out the order things may have happened. I can use my mathematical knowledge to work out how long ago events would have happened. I can use mathematical skills to round up time differences into centuries and decades. I can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain. I can recognise that Britain has been invaded by several different groups over time. I can begin to appreciate why Britain would have been an important country to have invaded and conquered. I can realise that invaders in the past would have fought fiercely, using hand to hand combat. |



| | Vocabulary | Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess. Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places, | | about the past by talking to an older person. History, past, now, before, long ago, chronological, toys, artefact, photograph, then. | History, past, before you were born, chronological order, past, present. King James 1st, plot. Gun powder, London, Parliament, explosion, Catholics and Protestants. | History, timeline, chronological order, past, present, artefact, coal, mine, mining. Coal Miner, Pit, quarries, coal mining industries. | Century, decade, timeline empire, ancient, invade, country, continent, alliance, parliament, chronological order. |
|--------|-------------------------|---|---|--|---|--|--|
| | Key Facts | | | Toys have changed. More technology has developed toys. | King James 1st was the King Link to Bonfire night. Guy Fawkes plot failed. | How children's lives were then and now. All of the people and animals involved in mining. | Dates of World War one and Two, countries involved, reasons for war. |
| Spring | Title and Objectives | Children talk about past and p lives and in the lives of family in Children know about similarities themselves and others, and are and traditions. Children know about similarities to places, objects, materials are Children use past, present and when talking about events that happen in the future. | es and differences between mong families, communities es and differences in relation and living things. | Chronological understanding I can recognise that a story that is read to me may have happened a long time ago. I can understand that some objects belonged in the past. I can retell a familiar story set in the past. Knowledge and interpretation I can appreciate that some famous people have helped our lives be better today. Historical enquiry | Chronological understanding I can sequence a set of events in chronological order and give reason for their order I can retell a familiar story set in the past I can understand that some objects belonged to the past. Historical Enquiry I can answer questions by using a specific source, such as an information book. I can answer questions using a range of artefacts/ photographs provided | Antarctica Chronological understanding I can describe events from the past using dates when things happened? I can use my mathematical knowledge to work out how long ago events would have happened? Historical Enquiry I can use various sources to piece together information about a period in history? I can use my 'information finding' skills in writing to help them write about historical information? | I can begin to picture what life would have been like for the early settlers. Ican suggest why certain events happened as they did in history. I can suggest why certain people acted as they did in history. I can explain how events from the past have helped shape our lives. I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. |



| | | | | I can answer questions using a range of artefacts/photographs provided. I can find out more about a famous person from the past and carry out some research on her. | | I can research a specific event from the past to then write about this? | |
|--------|-------------------------|---|--|--|---|--|---|
| | Vocabulary | Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess. Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places. | | Grace Darling, island, lighthouse, rescue, Bamburgh, Victorian, lifeboat, fisherman, Heroine. | | Antarctica, Antarctic explorers, continent, icebergs, frozen, temperature, global warming. | |
| | Key Facts | | | Grace Darling saved the lives of people and changed the way lighthouses operate. | | How global warming is affecting the antarctica and how life is being affected. | |
| Summer | Title and Objectives | Children talk about past and present events in their own lives and in the lives of family members. Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | | Cueen Victoria Knowledge and interpretation I can understand that we have a Queen who rules and that Britain has had a King or Queen for many years. I can recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later. I can explain what is meant by Parliament. | World War 2 Knowledge and interpretation Can I explain why Britain has a special history by naming some famous events and some famous peopleCan I explain why Britain has a special history by naming some famous events and some famous events and some famous people Can I explain how my local area was different in the past? Historical Enquiry Can I answer questions by using a specific source, such as an information book? | Romans Chronological understanding I can describe events and periods using the words: BC, AD and decade? I can describe events from the past using dates when things happened? Knowledge and interpretation I can appreciate that the early Brits would not have communicated as we do or have eaten as we do? | Rainforest I can use various sources to piece together information about a period in history. I can use my 'information finding' skills in writing to help me write about historical information. I can, through research, identify similarities and differences between given periods in history. I can research two versions of an event and say how they differ. I can research what it was like for a child in a given |



| | | | I can research the life of a famous Briton from the past using different resources to help them? I can research about a famous event that happens in Britain and why it has been happening for some time? I can research the life of someone who used to live in their area using the Internet and other sources to find out about them? Can I find out more about a famous person from the past and carry out some research on him or her? | I can begin to picture what life would have been like for the early settlers? I can begin to appreciate why Britain would have been an important country to have invaded and conquered? I can realise that invaders in the past would have fought fiercely, using hand to hand combat? Historical Enquiry I can recognise the part that archaeologists have had in helping us understand more about what happened in the past? To complete throughout Autumn/spring/summer I can, through research, identify similarities and differences between given periods in history? I can research two versions of an event and say how they differ? | period from the past and use photographs and illustrations to present their findings. |
|------------|--|--|--|---|---|
| Vocabulary | Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess. Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places. | Queen, Victoria, Royal, King,Parliament, Buckingham palace, London, Britain, monarchy, princess, prince. | World War 2, rations, Winston Churchill, evacuation, remembrance. | Roman Empire, Roman invasions, roads and towns, Hadrians wall, roman baths, Boudicca, rebellion, coliseum, century, emperor, gladiator, legion, battles. | |
| Key Facts | | | | How the Romans impacted how we live today, similarities and differences. | |



| | Title and Objectives | Vocabulary | Key Facts |
|-------------|---|--|-----------|
| Nursery | Children talk about past and present events in their own lives and in the lives of family members. Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | Family, celebrate, new/old, like/dislike, older/younger, now/then, past/present, same/different, grown up, church, king, queen, prince, princess. Vocabulary linked to significant events, e.g. remembrance day, St Valentines and traditional events, war, uniform, different clothing, transport, toys, occupations, household items, buildings, places. | |
| Reception | | | |
| Y1 - Autumn | | | |
| Y1 - Spring | | | |
| Y1 -Summer | | | |
| Y2 - Autumn | Great Fire of London I can use words and phrases like: before I was born, when I was younger? I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in my historical learning? I can use the words past and present correctly? I can use a range of appropriate words and phrases to describe the past? I can sequence a set of events in chronological order and give reasons for their order? | Before After Past Present Then Now When I was younger Past and present | |
| Y2 - Spring | Titanic | | |



| Y2 - Summer | World War 2 | |
|-------------|-------------|--|
| Y3 - Autumn | Mining | |
| Y3 - Spring | Antarctica | |
| Y3 Summer | Romans | |
| Y4 - Autumn | | |
| Y4 - Spring | | |
| Y4 Summer | | |