

# History Overview



Nursery		Reception		Year One	
Understanding the world: People and communities					
<p><b>EYFS Objectives (22-36mths)</b></p> <ul style="list-style-type: none"> <li>•Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>•Beginning to have their own friends.</li> <li>•Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul> <p><b>(30-50):</b></p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>•Remembers and talks about significant events in their own experience.</li> <li>•Recognises and describes special times or events for family or friends.</li> <li>•Shows interest in different occupations and ways of life.</li> <li>•Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>		<p><b>EYFS Objectives (40-60+mths)</b></p> <ul style="list-style-type: none"> <li>•Enjoys joining in with family customs and routines.</li> </ul> <p><b>Early Learning Goal</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Exceeding ELG</b></p> <p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p>		<p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	
<p><b>Key Knowledge/skills:</b></p> <p>Remember and talk about some significant events (including birthdays, Christmas, Easter etc.)</p> <p>Understands the term family and can describe their own.</p> <p>I can compare myself to one other</p>		<p><b>Key Knowledge/skills:</b></p> <p>Describes family customs and routines.</p> <p>I can describe key events in my day/week</p> <p>Remember and describe significant events specific to their own lives</p>		<p><b>Key Knowledge/skills:</b></p> <p>Name a significant historical figure and talk about them (E.g The Queen, Mary Anning, Neil Armstrong)</p> <p>Compare different periods of time (e.g. Jurassic, great fire of London)</p> <p>Begin to organise images from history chronologically (from periods of time taught)</p>	
<p><b>Key Vocabulary:</b></p> <p>Baby, birthday, friend, brother, sister, care, love, mummy, daddy, special, grandma/nan, granddad, Christmas, Easter, Holiday</p>	<p><b>Topic/½ term:</b></p> <p>Why do you love me so much? Why do leaves go crispy? Can we explore it? Do dragons exist? Are eggs alive? Why can't I have chocolate for breakfast? How high can I jump? Why is water wet?</p>	<p><b>Key Vocabulary:</b></p> <p>Family, event, same, different, experience, past, routine, familiar, unique, older, younger, time, parent, prince, princess, crown, before, after, next, day, week.</p>	<p><b>Topic/½ term:</b></p> <p>What happens when I fall asleep? Do you want to be friends? Will you read me a story? Do cows drink milk? Are carrots orange? Who lives in a rock pool?</p>	<p><b>Key Vocabulary:</b></p> <p>Palaeontologist, fossil, skeletons, scientific, prehistoric, landscape, modern, similarities, differences, extinction, meteorite, volcanic, climate change, chronological, exploration, Monarchy, timeline, famous</p>	<p><b>Topic/½ term:</b></p> <p>Superheroes: Hi 3 Moon Zoom: Hi 1, Hi 3 Dinosaurs: Hi 2 Bright lights and big city: Hi 2</p>
		<p><b>Topics/time frames:</b></p>		<p><b>Topics/time frames:</b></p>	

Year Two		Year Three		Year Four	
<p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>significant historical events, people and places in their own locality</li> </ul>		<p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age Hi1</li> <li>the Roman Empire and its impact on Britain Hi2</li> <li>a local history study Hi5</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Hi6</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world Hi8</li> </ul>		<p><b>National curriculum objectives:</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots Hi3</li> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Hi4</li> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Hi6</li> </ul>	
<p><b>Key Knowledge/skills:</b></p> <p>Describe how key historical figures have contributed to national/international achievement (e.g. Harry Paye, Isambard Kingdom Brunel,)</p> <p>Use evidence to determine cause and effect within a historical time frame (e.g. Castles over time, change in the )</p> <p>Determine some chronology of events/places/people based on their key features (e.g clothing, housing, building materials etc.)</p> <p>Describe a significant historical event in our locality (West Moors Railway, Corfe Castle, Harry Paye Day)</p>		<p><b>Key Knowledge/skills:</b></p> <p>Use appropriate historical vocabulary to describe key features of a time period</p> <p>Showing a developing understanding of chronology – dividing past into periods of time.</p> <p>Know what a source is and use to answer questions (e.g. artefacts, books, photographs etc.)</p> <p>Study achievements and influences of historical significant figures (e.g. Julius Caesar, Greek Gods, Stone age)</p>		<p><b>Key Knowledge/skills:</b></p> <p>Choose the best way to record historical information, giving reasons for their choice (e.g newspaper, presentation, powerpoint, drama etc.)</p> <p>Use a range of source materials to answer questions about the past.</p> <p>Explain using evidence how significant historical figures contributed to national and international achievements.</p>	
<p><b>Key Vocabulary:</b></p> <p>Castles, Medieval, rampart, Victorian, contemporary, rampart, bailey, motte, fortified, locality, construction, archive, tunnel, structure, cause and effect, achievement, fort, chronology,</p>	<p><b>Topic/½ term:</b></p> <p>Street Detectives: Hi 1, Hi 4</p> <p>Bounce: Hi 3</p> <p>Land Ahoy: Hi3</p> <p>Towers tunnels and turrets: Hi 2, Hi3</p>	<p><b>Key Vocabulary:</b></p> <p>Palaeolithic, Mesolithic, Neolithic, stone age, iron age, bronze age, settlements, monuments, archaeologist, artefact, historian, excavation, tribal, Celts, Lindow, druids, belief, Pompeii, Roman, volcanic, Greek, weapon, uniform, heroism, BC, AD.</p>	<p><b>Topic/½ term:</b></p> <p>Tribal tales: Hi 1 – Stone Age to Iron Age</p> <p>Tremors: Hi 2 – Ancient Rome</p> <p>Gods and Mortals: Hi 8 – Ancient Greece</p> <p><b>Urban Pioneers Hi 5</b></p> <p>Hi7 covered in Upper KS2</p>	<p><b>Key Vocabulary:</b></p> <p>hierarchy, population, indigenous, Dyke Saxon, Viking, Raiders, settlers, medicinal, specimens, hierarchy, customs, crime, punishments, beliefs, horizon, invasion, warriors, inhabited, confederacy, Iroquois</p>	<p><b>Topic/½ term:</b></p> <p>Road Trip USA Hi 9- Native Americans</p> <p>Blue Abyss Hi6</p> <p>Traders and Raiders Hi3 and 4 – Anglo Saxons and Vikings</p> <p>Potions Hi6</p>
<p><b>Topics/time frames:</b></p> <p>Local history – west moors railway</p> <p>Medieval castles</p>		<p><b>Topics/time frames:</b></p>		<p><b>Topics/time frames:</b></p>	