

HISTORY CURRICULUM OVERVIEW

Year R	Topic	Vocabulary	I can statements	EYFS	Activities
Autumn 1 st	Families	<ul style="list-style-type: none"> Family member names, such as mum, dad, brother, sister, aunty, uncle, grandmother, grandfather, cousin. Past, present, before, after, then, now. Older, younger Family, family tree Yesterday, today, tomorrow 	<p>I can talk about my immediate family.</p> <p>I can talk about members of my family who do not live in my house.</p> <p>I can talk about how my family has changed over time.</p> <p>I can compare my family with others and know that all families are different.</p>	<ul style="list-style-type: none"> Make connections between the features of their family and other families. (Birth-3) Notice differences between people. (Birth - 3) Begin to make sense of their own life-story and family's history. (3/4) Continue developing positive attitudes about the differences between people (3/4) Talk about members of their immediate family and community. (Reception) Name and describe people who are familiar to them. (Reception) Comment on images of familiar situations in the past. (Reception) Talk about the lives of the people around them and their roles in society. (ELG) 	<ul style="list-style-type: none"> Discuss families and find out how our families are all different. Look at photos of families and explore a family tree. Read stories about families. Draw pictures of your family. Label the family members.
Spring 1 st	People Who Help Us (Exploring how certain professions such as Police and Nurses have changed over time)	<ul style="list-style-type: none"> Past, present, before, after, then, now. A long time ago Old Change, different Photograph, picture 	<p>I can understand that life was different for people in the past.</p> <p>I can understand that jobs have changed due to changes over time.</p> <p>I can compare photographs from the past and present.</p>	<ul style="list-style-type: none"> Notice differences between people. (Birth - 3) Talk about what they see, using a wide vocabulary. (3/4) Show interest in different occupations. (3/4) Explore how things work. (3/4) Continue developing positive attitudes about the differences between people. (3/4) Comment on images of familiar situations in the past. (Reception) Compare and contrast characters from stories, including figures from the past. (Reception) Talk about the lives of the people around them and their roles in society. (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) 	<p>Explore photos of Nurses in the past. Children to talk about what they can see and whether they think this is a photo from the present or the past. Discuss what makes them think this. Compare with a recent photo. Children to talk about what is different and how they think the job has changed.</p> <p>Explore photos of Police Officers in the past. Children to talk about what they can see and whether they think this is a photo from the present or the past. Discuss what makes them think this. Compare with a recent photo. Children to talk about what is different and how they think the job has changed</p>
Spring 2 nd	Past and present unit: Two weeks – Toys and household objects of the past Two weeks – Dinosaurs and other prehistoric creatures 1 week – How do we listen to music?	<ul style="list-style-type: none"> Past, present, before, after, then, now. A long time ago Old, new Change, different, same How old? When I was little How is it used? Technology Recording 	<p>I can say whether a toy or household object is new or old.</p> <p>I can talk about how toys and household objects have changed over time.</p> <p>I can understand that toys were different for people in the past.</p> <p>I can talk about the uses of different household items of the past.</p> <p>I can understand that dinosaurs and prehistoric creatures lived a long time before people.</p> <p>I can talk about how dinosaurs were discovered.</p> <p>I can compare items from the past and present.</p> <p>I can talk about how people used to listen to music a long time ago.</p>	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. (3/4) Explore how things work. (3/4) Talk about the differences between materials and changes they notice. (3/4) Talk about members of their immediate family and community. (Reception) Compare and contrast characters from stories, including figures from the past. (Reception) Talk about the lives of the people around them and their roles in society. (ELG) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG) Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG) 	<ul style="list-style-type: none"> Read stories about old and new toys. Match toys and objects to 'new' or 'old' Trip to Wardown House Museum to learn about and explore toys and household objects of the past. Explore toys from different decades. How have toys changed over time? Think about which toys you would like to play with and why? Explore household objects from the past. Experience using these objects for their intended purposes. Why did people use these objects? What do we use instead? -Write a report about household objects of the past. What does it look like? What is it used for? How do you use it? Research dinosaurs and other prehistoric creatures. Learn that they existed a long time before people. Learn about how dinosaurs were discovered. Explore a range of musical instruments. Then listen to a piece of music on the computer. Children to learn about the difference of listening to live music and recorded music. Children to explore different ways of listening to music using a range of different technology. Which piece of technology do you think is oldest/newest?

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Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 st	All About Me topic Family and comparing school now and then	<ul style="list-style-type: none"> Past and present Family William Austin Historian Chalk board Whiteboards 	<p>I can explain who is in my family.</p> <p>I can explain who William Austin was.</p> <p>I can compare my school experience to what school was like for my parents.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> Linking to Year R - Discuss who is in their family and create family tree. Why is our school called William Austin? Who was William Austin? School now and then – comparing school now to school for their parents and grandparents.
Autumn 2 nd	Half Term Topic- Changes and Patterns <ul style="list-style-type: none"> (Geography Focus) 				
Spring 1 st	Half Term Topic: Travel and Transport Linking to Luton History with car manufacturing, airport and train station.	<ul style="list-style-type: none"> Change, past, present, future Invention Carriage Petrol car Electric car Steam engine Railway Motor Transport Travel George Stephenson Wright Brothers 	<p>I can find out the different ways in which travel and transport has changed from past to present.</p> <p>I can find out about how cars have changed since they were invented.</p> <p>I can find out about George Stephenson's life and inventions.</p> <p>I can understand how trains changed people's lives in the 19th century.</p> <p>I can find out about the different ways that humans have tried to fly throughout history.</p> <p>I can find out about the Wright brothers and the invention of the aeroplane.</p> <p>I can compare travel and transport of the past, present and future.</p>	<p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> Sort transport for oldest to newest on a timeline. Old and New Car Comparison Activity: Children use the Old and New Car Comparison Activity Sheet to identify differences between the cars. Design and label a train. Wright Brothers Role Play Design your own transport vehicle which could be used in the future.
Spring 2 nd	Half Term Topic: United Kingdom (Geography focus topic) History Link- Learning about Luton	<ul style="list-style-type: none"> Luton, Hatters Factory Wardown Park The Mall Airport Train Station 	<p>I can explain why Luton was famous.</p> <p>I can discuss places of historical interest in my town.</p>	<p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> All about Luton activity – describing areas of interest in Luton Discussing the Luton Town FC badge and why they are called the 'Hatters'.
Summer 1 st	Half Term Topic: Animals (Science Focussed Topic)				
Summer 2 nd	Half Term Topic: Plants History: Kings and Queens. Cross curricular links Royal parks and science topic of growing plants. King Charles 3 rd and love of gardening and plants. Healthy heating and medieval banquet. DT making fruit bowls - royal banquets.	<ul style="list-style-type: none"> King Queen Royal Monarch Queen Elizabeth, Queen Victoria, King Richard Medieval Banquet Coronation 	<p>I can explain the role of the Monarchy in the U.K</p> <p>I can find out and compare the lives of Queen Victoria and Queen Elizabeth.</p> <p>I can name some significant monarchs</p> <p>I can explain what food would have been at a medieval banquet and compare it to King Charles 3rd Coronation banquet.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>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 [for example, Elizabeth I and Queen Victoria.</p> <p>Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> The role of the monarch Significant British Monarchs (Queen Victoria, Queen Elizabeth and King Charles 3rd) Comparing Queen Elizabeth 1st and Queen Victoria Medieval Royal Banquets – Comparing Richard 3rd's Coronation banquet and King Charles 3rd. – Designing a medieval coronation banquet.

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Year 2	Topic	Vocab	I can statements	National Curriculum	Activities
Autumn 1 st	Nurses	<ul style="list-style-type: none"> Nurses, health, medicine, look after, infection, medical, hospital, disease, cholera, clean, supplies. Timeline, past, present, future. Problem, solution The First World War, Crimean War, wounded Lamp 	<ul style="list-style-type: none"> I can tell you some of the key events in Mary Seacole's life I can explain how Mary Seacole helped soldiers I can tell you how Mary Seacole improved nursing I can talk about the key events of Florence Nightingale's life. I can explain how Florence Nightingale helped soldiers. I can talk about how Florence Nightingale changed nursing. I can talk about how Florence Nightingale changed people's views of women. I can talk about ways in which nursing was different in the past. I can talk about some challenges that nurses of the past had to face. I can talk about nursing within our NHS. 	<p>Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p>Pupils should be taught about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ul style="list-style-type: none"> Introduction to the History of Nursing - Children to write what they know about Nursing. Problem matching - Children to match the problem with the solution and the Historical nurse who solved the problem. Mary Seacole timeline activity. Mary Seacole reading comprehension. The First World War and Edith Cavell True and False statements. Learning about Nurses of the present and the NHS.
Spring 1 st	The Great Fire of London	<ul style="list-style-type: none"> Oven, ember, spark, fire Electricity, heating, lighting, cooking Thomas Farriner Bakery 1666, 2 September Pudding Lane, London Different, the same Buildings, material, wooden Spread, windy, close together, quickly, put out. Sources, paintings, diary recounts, maps, newspaper articles, information, secondary resources. Samuel Pepys Firefighters, buckets, leather, fire break, destroyed. Timeline, hundreds of years ago. 	<ul style="list-style-type: none"> I can tell you when the Great Fire of London happened. I can tell you how the Great Fire of London started. I can tell you who was there when the fire started. I can tell you how the fire spread. I can tell you how we know what happened during this time. I can tell you how London was rebuilt after The Great 	<p>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<ul style="list-style-type: none"> Learn facts about The Great Fire of London. The Great Fire of London quiz. Reading Samuel Pepys Diary. Learn timeline of events. Write own Diary entry about The Great Fire of London. Pretend to be the King or Queen and make a list of the changes you need to make to London as it is rebuilt. How would you rebuild London?
Summer 2 nd	Seaside	<ul style="list-style-type: none"> Seaside, beach, coastline, pier, cliffs, port, island, surrounded. Past, present, today, a long time ago, then, now. Postcard 1900's, Victorian times. Sea-bathing Bathing machines Traditional Why, how, compare. 	<ul style="list-style-type: none"> I can tell you what the Seaside is. I can tell you that that Seaside has changed over time and some of the ways in which it has changed since the Victorian Era. I can make a fact file. I can sort photos of the Seaside from the past and present. 	<p>Pupils should understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday</p>	<ul style="list-style-type: none"> Sort pictures of seaside holidays from the past and present into the right box to say whether they are photos of today or long ago. Make non-fiction fact file about the Seaside. Making puppets. Seaside quiz. Write a postcard from a Seaside holiday.

		<ul style="list-style-type: none"> • Fact file. • Ice cream, fish and chips, sandcastles, water. 		<p>historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
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Send adaptations:

- Teachers/ teaching assistants/1:1 support workers to assess any barriers to the learning of individual children.
- More time to be given where needed.
- Resources to be adapted and added. Objects which can provide a concrete example of what is being taught would be more beneficial than pictures etc.
- Activities/worksheets to be adapted so that the work is accessible and achievable.
- Extra support with topic/subject specific vocabulary. For example, pre-teaching vocabulary intervention groups.
- Catch up session for SEND children on a part time timetable who might have missed the teaching input.