



History Overview



<p>EYFS</p> <p>Area of Learning: Understanding the World</p> <p>Aspect: Past and Present</p>	<p>History National Curriculum KS1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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>History National Curriculum KS2</p> <p>Pupils should be taught to:</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>
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Children at the expected level of development will:	Pupils should be taught about:	KS1 Cycle 1	KS1 Cycle 2	Pupils should be taught about:	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Talk about the lives of the people around them and their roles in society	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.	Summer 1 School Days	Autumn 1 Memory Box	Changes in Britain from the stone Age to the Iron Age		Spring 1 Through the Ages		
Know some similarities and differences between things in the	Events beyond living memory that are significant nationally or globally	Autumn 1 The Great Fire of London	Spring 1 Travel and Transport	The Roman Empire and its impact on Britain	Spring 1 Emperors and Empires			
					Summer 1 I am Warrior			

<p>past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters, events encountered in books read in class and storytelling.</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</p>	<p>Spring 1 Movers and Shakes</p>	<p>Summer 1 Charles Darwin</p>	<p>Britain's settlement by Anglos-Saxons and Scots</p>	<p>Autumn 1 Raiders and Traders</p>				
				<p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>		<p>Autumn 1 Invasion</p>			
				<p>A Local history Study</p>			<p>Summer 1 Fire Damp and Davey Lamps</p> <p>Industrial Revolution</p>		
				<p>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</p>			<p>Spring 1 Britain at War WWI study</p>		
				<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study</p>				<p>Autumn 1 Pharos</p>	
				<p>Ancient Greece – a study of Greek Life and achievements and their influence on the western world.</p>			<p>Autumn 1 Ground Breaking Greeks</p>		
				<p>A non-European society that provides a contrast with British History</p>			<p>Spring 1 Shang Dynasty</p> <p>Summer 1 Maafa Slave Trade</p>		