



Curriculum Overview

History

RECEPTION AREAS OF LEARNING ANNUAL OVERVIEW

	AUTUMN		SPRING		SUMMER	
Understanding the World						
<u>Past and Present</u>						
*Talk about the lives of the people around them and their roles in society.						
*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.						
*Understand the past through settings, characters and events encountered in books read in class and storytelling.						
<u>People, Culture and Communities</u>						
*Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.						
*Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.						
*Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.						
<u>The Natural World</u>						
*Explore the natural world around them, making observations and drawing pictures of animals and plants.						
*Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.						
*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter						
<u>Topics</u>	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
	Ourselves, Our families & our school Harvest & Autumn	Terrific Tales Christmas	Day & Night	Superheroes-Real life and fictional	Growing and changing Mythical, Mystical and Magical Merriment	Dinosaurs Animals in hot and cold countries Farm animals Seaside
Understanding of the World	Themselves as a baby and now	Bonfire Night	New Year	Traditions & origins of Shrove Tuesday	Investigating castles then and now	*Theories of extinction regarding dinosaurs
	Family sizes past and present	Diwali	Bedtime routine- generational changes (bedtime stories may have been replaced by lpads/Alexa's/ Tonies- Toniebox)	Changes in the appearance and equipment of the people who help us in the emergency services		*Learning how Earth has changed- Pangaea- to current continents
	Harvest Festival - origins	Christmas origins & Christmas past and present				*Seaside holidays-past and present

History			
Year	Autumn	Spring	Summer
1	How am I making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born.	How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and 'interview' an old teddy bear before considering what toys may be like in the future.	How have explorers changed the world? Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Finally, they discuss ways in which these significant people could be remembered.
2	How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	How did we learn to fly? Developing their knowledge of events beyond living memory, reinforcing their chronological understanding by looking at significant events in the history of flight on a timeline. Learning about the individuals who contributed to the history of flight.	What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.
3	What did the ancient Egyptians believe? Developing awareness of how historians learn about the past using mummies, the Book of the Dead and pyramids, children learn the place of the ancient Egyptians in time. Pupils learn about the importance of religion in the ancient Egyptians' lives and consider how this is evident in pyramids, worship and mummification. They learn how the ancient Egyptians explained the existence of the world using their creation story.	Would you prefer to live in the Stone Age, Iron Age or Bronze Age? Looking at the chronology of mankind from the Stone Age to today, children are introduced to Britain's story. Using archaeological evidence, children learn about the changes from the Stone to the Bronze Age and answer historical questions. Identifying the limitations of this type of evidence and reconstructing the life of the Amesbury Archer.	Why did the Romans settle in Britain? Developing their chronological awareness of AD and BC, children investigate why the Romans invaded Britain and how the Celts reacted to the invasion. They learn how the Romans changed the way people lived their lives and how archaeological evidence is used to reconstruct the lives of the Romans. Comparing Roman life to today, children learn how the Romans still influence lives today.
4	How hard was it to invade and settle in Britain? Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.	Were the Vikings raiders, traders or settlers? Extending their understanding of different societies, children learn about the Vikings. They develop their chronological understanding and learn about the struggle for Britain between the Anglo-Saxons and Vikings. Using new types of sources and historical enquiry techniques, pupils investigate	How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on

		whether the Vikings were raiders, traders or settlers.	schools and working conditions.
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