

Curriculum Overview

EYFS

History in Reception: Understanding the World

Children in Reception will be learning to:

1. Talk about the lives of the people around them and their roles in society.
2. Talk about themselves, their families and important events in their own lives.
3. Use words linked to time, including:
 - now; then; before; after; past; present; old; new.
4. Comment on images, stories and objects from the past.
5. Compare and contrast characters from stories, including figures from the past.
6. Know some similarities and differences between things in the past and now.
7. Sequence familiar events, routines and experiences in simple order.
8. Explore photographs, artefacts and objects to find out about the past.
9. Understand the past through:
 - stories; characters; settings; events; family experiences; class discussions.
10. Begin to ask and answer simple historical questions, including:
 - What happened?
 - Who was there?
 - Was this before or after?
 - What is the same?
 - What is different?
 - How do we know?
11. Begin to understand that people, places and objects can change over time.
12. Develop curiosity about the past through stories, role play, visitors, celebrations and real-life experiences.

Autumn	Spring	Summer

KS1/KS2

Route A

Subject	Year 1 / 2			Year 3 / 4			Year 5 / 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
History	How am I making history? → Links: PSHE (identity & families) Personal timelines, living memory	How have toys changed? → Links: Science (materials & seasonal changes) Changes within living memory	How did we learn to fly? → Links: Science (forces), DT (structures) Significant events & inventors	British History 1: Stone, Bronze or Iron Age? → Links: Science (rocks & materials), Art (clay) Chronology, evidence, prehistoric Britain	British History 2: Why did Romans invade? → Links: Geography (settlements), DT (packaging) Roman invasion, settlements, legacy	British History 3: Anglo-Saxon invasion → Links: Computing (research skills) Change in Britain, legacy & evidence	British History 4: Were Vikings raiders or traders? → Links: Geography (settlements), Computing Evidence, historical interpretation	British History 5: Tudor England → Links: Science (materials), DT (cooking & recipe) Monarchs, society, exploration, trade	British History 6: Impact of WW2 → Links: Art (portraits), Computing (Bletchley Park) Civilian life, propaganda, legacy

Route B

Subject	Year 1 / 2			Year 3 / 4			Year 5 / 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
History	What is history? → Links: PSHE (identity), RE (where do I belong?) Concept of past/present, sources of evidence	How was school different in the past? → Links: English (letters, diaries & recounts) Changes within & beyond living memory	What is a monarch? → Links: Science (microhabitats / fairytale), English (fairy tales) Significant rulers, chronology of monarchs	How have children's lives changed? → Links: PSHE (rights & responsibilities), Science (forces) Britain over time, child labour, rights	What was important to ancient Egyptians? → Links: Art (Egyptian scrolls), DT (mechanical cars) Beliefs, achievements, pyramids	How did the Maya impact society? → Links: Geography (where does food come from?) Non-European civilisation, legacy	What can the census tell us about local areas? → Links: Computing (Big Data), Geography (population) Local history, data, continuity & change	What is the legacy of ancient Greece? → Links: RE (ethics), PSHE (rights), Art Democracy, philosophy, culture, Olympics	Unheard histories: Who should be on the £10 note? → Links: English (debate), Science (evolution) Diverse histories, significance, debate