



Gnosall St Lawrence CE Primary Academy History Curriculum Overview

EYFS	30 – 50 months	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To show interest in the lives of people who are familiar to them. • To remember and talk about significant events in their own experiences. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family.
			The World	<ul style="list-style-type: none"> • To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To develop an understanding of growth, decay, and changes over time.
	40-60 months	Understanding the World	The World	<ul style="list-style-type: none"> • To look closely at similarities, differences, patterns, and change.
	ELG	Understanding the World	People and Communities	<ul style="list-style-type: none"> • To talk about past and present events in their own lives and in the lives of family members. • To know about similarities and differences between themselves and others, and among families, communities, and traditions. The World
			The World	<ul style="list-style-type: none"> • To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another.

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 2	Summer 2
	All about me	Sparkle and shine	Superheroes	Winter Wonderland	Dinosaurs	Pets	Julia Donaldson	Beside the Seaside	Under the Sea
	Learning about our day and events that happen to us over time.	Learning about religious and annual festivals/commemorations.	Learning about religious and annual festivals/commemorations.	Learning about our past experiences of winter and comparing with other places.	Learning about dinosaurs, their diet, how they lived, what they left behind.	Learning about our own personal history of caring for pets and animals.		Learning about similarities and differences between seaside holidays now and in the past.	Learning about similarities and differences between seaside holidays now and in the past.

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	All about me: Looking at changes in Monarchy, Commonwealth and Christmas origin stories.		Rescuers and Explorers: Studying and comparing the lives/achievements of significant Individuals.
	Cycle B	The Big Build: Key events of the Great Fire of London. Comparing and contrasting past and present-day London.	Travel and Transport: Developing an understanding of chronology by using timelines. Comparing and investigating how methods of travel have changed over time.	
Year 3/4	Cycle A	Prehistoric Britain: Looking at progression and advancements through Stone Age, Bronze Age, and Iron Age.		Look what they left behind: Evaluating the changes to Britain though invasion and settlement by the Romans and Anglos Saxons.
	Cycle B	A place for everything: Exploring the history of the local village and how it has developed and changed over time.	Terrible Tudors: Progression from the advent of the Tudor Age through to the start of the Stuart period.	Amazing Amazon: Exploring the changes of time to the rainforest and the civilisations which have called it home.
Year 5/6	Cycle A	Greeks and Stars: A study of ancient Greek city states. Their achievements, cultures, and influences on the western world.	Mountain and Rivers: Exploring changes in landscapes over time and the influence and impact of explorers on our understanding of our world.	The Victorians: Exploring the huge social and technological changes that took place in Britain during the Victorian era.
	Cycle B	War and Conflict: Exploring both World Wars and the impact of them on the social, economic, cultural, and political fabric of our society.	Angry Earth: Research the impact of historical and contemporary natural disasters and events.	Who's your Mummy: Learning about the culture, religion and chronology of ancient Egypt and comparing past and present Egypt.

Progression of Skills in History

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives 	<ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Sequence several events or artefacts 	<ul style="list-style-type: none"> Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms e.g BC/AD 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something 	<ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events 	<ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretations of history</p>	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past - how reliable are their memories? 	<ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources - compare different versions of the same story Look at representations of the period - museum, cartoons etc 	<ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge 	<ul style="list-style-type: none"> Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical enquiry</p>	<ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a) 	<ul style="list-style-type: none"> Use a source - observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details - artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research 	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation and communication</p>	<ul style="list-style-type: none"> Communicate their knowledge through: <p>Discussion.... Drawing pictures... Drama/role play.. Making models.... Writing.. Using ICT...</p>	<ul style="list-style-type: none"> Recall, select and organise historical information Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> Select and organise information to produce structured work, making appropriate use of dates and terms. 			