



Gnosall St Lawrence CE Primary Academy History Curriculum Overview

EYFS	Three- and Four-Year-olds	Understanding the World	<ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history.
	Reception	Understanding the World	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past.
	ELG	Understanding the World – Past and Present	<ul style="list-style-type: none"> • Talk about the lives of 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.

EYFS	Autumn 1	Autumn 2	Autumn 2	Spring 1	Spring 1	Spring 2	Spring 2	Summer 1	Summer 1	Summer 2
	All About me Learning about our day and events that happen to us over time. Learning about special events that have happened in our lifetimes.	People Who Help Us Learning about how 'People Who Help Us'. Talking about their role in society. Talking about helpful roles have changed over time due to technology e.g., hospitals.	Sparkle and shine Learning about religious and annual festivals/ commemorations. Talking about similarities and differences between cultural celebrations.	Superheroes Learning about a variety of superheroes. Looking at comic books - past and present. Talking to family members about favourite superheroes.	Winter Wonderland Learning about our past experiences of winter and comparing with other places. Learning about Winter through stories and characters.	Dinosaurs Learning about dinosaurs, their diet, how they lived, what they left behind. Learning key vocabulary linked to dinosaurs such as archaeological terminology e.g., excavate.	Pets Learning about our own personal history of caring for pets and animals. Look at photographs of our own pets and pets that family members have/had and comparing similarities and differences.	Once Upon a Time Learning about the past through events encountered in books read in class and storytelling focused on traditional tales.	Mini Beasts Focus on learning the names of different mini-beasts and where they are found. To learn about mini beasts in our local area and how to care for them safely.	Splash Learning about similarities and differences between seaside holidays now and in the past. To learn a basic understanding of the history of pirates.

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p>Monarchy (half term - Autumn 2)</p> <p>Looking at changes in Monarchy, comparing monarchs past and present and Christmas origin stories.</p>		<p>Explorers (whole term)</p> <p>Studying and comparing the lives/achievements of significant Individuals.</p>
	Cycle B	<p>The Great Fire of London (half term - Autumn 2)</p> <p>Key events of the Great Fire of London. Comparing and contrasting past and present-day London.</p>	<p>Travel and Transport (half term - Spring 1)</p> <p>Developing an understanding of chronology by using timelines. Comparing and investigating how methods of travel have changed over time.</p>	<p>By the Beach (half term - Spring 2)</p> <p>Developing an understanding of the timeline of seaside towns and how seaside holidays have changed.</p>
Year 3/4	Cycle A	<p>Prehistoric Britain (whole term)</p> <p>Looking at progression and advancements through Stone Age, Bronze Age, and Iron Age.</p>		<p>Invaders and Settlers (whole term)</p> <p>Evaluating the changes to Britain through invasion and settlement by the Romans and Anglos Saxons and Vikings.</p>
	Cycle B		<p>The history of Gnosall (half term - Spring 1)</p> <p>Exploring the history of the local village and how it has developed and changed over time.</p>	<p>Mayans (half term - Summer 1)</p> <p>A historical study exploring the ancient Maya civilisation which inhabited the rainforest in Mesoamerica.</p>
Year 5/6	Cycle A	<p>Ancient Greeks (whole term)</p> <p>A study of ancient Greek city states. Their achievements, cultures, and influences on the western world.</p>		<p>Crime and Punishment (half term - Summer 1)</p> <p>A chronological study of the history of crime and punishment from the ancient Romans through to the Victorian era.</p>
	Cycle B	<p>War and Conflict (whole term)</p> <p>Exploring both World Wars and the impact of them on the social, economic, cultural, and political fabric of our society.</p>		<p>Ancient Egyptians (half term - Summer 1)</p> <p>Learning about the culture, religion and chronology of ancient Egypt and comparing past and present Egypt.</p>

Progression of Skills in History

	EYFS	KS1	LKS2	UKS2
Chronological understanding	<ul style="list-style-type: none"> To talk about the lives of people around them. To know that people of different ages have different experiences. To talk about how the area they live in might have changed over time. To listen to stories from the past and make simple comments about them. 	<ul style="list-style-type: none"> To sequence events in their lifetime. To know that we can use dates to describe events throughout time. To know that the past is divided into different time periods. To have a secure understanding of the main similarities and differences between life today and the time periods being studied. 	<ul style="list-style-type: none"> To place the time studied on a timeline. To use dates and terms related to the study unit and passing of time. To begin to understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> To know and sequence key events of time studied. To use relevant terms and period labels accurately in describing events. To understand the concepts of continuity and change over time, representing them along with evidence.
Assessing and evaluating historical sources	<ul style="list-style-type: none"> To look at photographs and/or videos from the past and make simple comments about similarities and differences. To talk to people about changes that have happened in their lifetime. To observe artefacts/items from the past and describe them in simple language. 	<ul style="list-style-type: none"> To look at photographs and/or videos from the past and talk about similarities and differences. To begin to discuss the reliability of these photographs and/or videos. To talk to people about changes that have happened in the past. To begin to discuss the reliability of memories. To read/listen to text-based sources and make simple comments. To begin to discuss how reliable the text is as a source of information. To observe or handle artefacts to answer questions about the past based on simple observations. 	<ul style="list-style-type: none"> To distinguish between different sources and to say whether a source is primary or secondary. To look at a wide range of evidence available and compare different sources about the same story/event in terms of reliability. To ask a variety of questions. To use textbooks, news reports, museum displays and the internet to acquire historical knowledge about a time period studied. To begin to observe and comment upon small details when observing or handling artefacts. To begin to sequence artefacts by chronology and talk about reliability of artefacts observed/handled. 	<ul style="list-style-type: none"> To recognise and name examples of primary and secondary sources. To look at a wide range of evidence available and compare different sources in terms of reliability as well as offer some reasons for different versions of events. To consider ways of checking the accuracy of interpretations - fact/fiction/opinion. To be aware that different evidence will lead to different conclusions. To identify and explain the purpose of propaganda posters/news reports used to promote a point of view to persuade people. To confidently select relevant information from textbooks, news reports, museum displays and the internet when researching. To bring knowledge gathered from several sources together into a fluent account. To name artefacts, say which point in history they were used, and ask/answer detailed questions about them.