

Whole school overview for History

Autumn			
Cycle 1	EYFS Intent	History KS1 Intent	History KS2 Intent
	<p>Autumn 1: Food, Harvest and Autumn What is history? Vocabulary intro (e.g now, next, then etc.) Back in time – how old are we? Timeline of life so far Food – yesterday, today, tomorrow – links to own lives (food you eat as a baby, what do you eat now, what might some adults eat – changes) Harvest and Farming – how harvesting/farming has changed – factories Seasonal vocabulary – chronology – seasons wheel Floor book – us as babies (food)</p> <p>Autumn 2: Autumn. Celebrations, Christmas Bonfire Night, Guys Fawkes Remembrance Day Sequencing knowledge/events Family trees Vocab: time based (past, present, future, “this is a special time”) Birthdays – how old are we? Dates – oldest/youngest. Timeline of birth dates. Christenings – memories, clothes, traditions, changes over time Weddings – photos and dresses – comparison with the past – life timeline (chronology) Christmas – Nativity comparisons between then and now. Sequencing events within the Nativity (chronology) Christmas traditions – how have these changed? Why do we have the traditions we do? Events within living memory – parents/grandparents Christmas. Floor book – Nativity – birth of Jesus and out own birth</p>	<p>Victorian Toys Sequence events relevant from their life Follows on from EYFS topic myself</p>	<p>Romans Effect of Roman invasion on Britain Chronological in the cycle Links to Geography- British rivers, Links to text in English Pompeii Year 3 Sequence several events or artefacts on a timeline Year 4 Understand more complex terms eg BC and AD</p>
Spring			
	EYFS Intent	History KS1 Intent	History KS2 Intent
	<p>Spring 1: Weather Recording the weather over a week (use the story of Noah’s Ark as a hook – links to RE) Floor book – Weather/seasons</p> <p>Spring 2: Animals/ Easter (RE links to the Creation Story) Easter – first, then, next – Life cycle of a chick Sequencing Easter story – Floor book</p>	<p>Christopher Columbus Link to geography hot and cold countries Link to English text Links into continents and oceans</p>	<p>Righteous Royals Chronological order Links into text Sword and the Stone Links into geography- maps skills and terrain (where are castles located In the UK and why)</p>
Summer			

	EYFS Intent	History KS1 Intent	History KS2 Intent
	<p>Summer 1: Fairy Tales History of fairy tales, generational links, where do fairy tales come from, do they have an author, parents and grandparents favourite fairy tales – survey turned into a floor book Old stories/new stories Vocab: same, different When are you told these stories (time of day) Sequencing stories (English reading links, comprehension) Floor book – grandparents favourite fairy tale</p> <p>Summer 2: Mini beasts, journeys and the seaside Uttoxeter – trip to Uttoxeter park, how has the park changed over time? (links to KS1 Summer 1, Cycle 1) Journeys – transport (past), timelines (how have cars evolved), cars of the future (then, now, next) Seaside holidays from the past – similarities and differences between holidays in the past and present. Holidays of the future. How did people go on holiday in the past? How do we go on holiday now? How could we go on holiday in the future? Pirates – pirate journeys (historical stories), first, next, then (ordering behaviours) Floor book – Seaside holidays and journeys, places I've been and how I got there? My favourite place that I have been is ...</p>	<p>Victorians- school and shopping how things have changed locally Exploring the history of the local area Links into local geography – maps and coordinates Local link to significant author from the past</p>	<p>Leisure and entertainment 1950-1980 Chronological order Links to geography- British city Links to sound in science Links to English text- circus and entertainment Builds on from KS1 seaside holidays in the past</p>

Whole school overview for History

Autumn			
Cycle 2	EYFS Intent	History KS1 Intent	History KS2 Intent
	<p>Autumn 1 What is history? – What is history? Vocabulary intro (e.g now, next, then etc.) Back in time – how old are we? Timeline of life so far Myself & My Family – family tree project – looking at when family members were born. Dinosaurs – extinction, when were dinosaurs in our world? What is a museum? If you wanted to see a dinosaur where would you go? Who has been to a museum? How do we find out about the past? Church (Harvest) – how old is our church? How do we know it is old? OLD-NEW-CHANGE</p> <p>Autumn 2 People who help us/Christmas Bonfire Night, Guys Fawkes, Remembrance Day Sequencing knowledge/events Vocab: time based (past, present, future, “this is a special time”)</p>	<p>Florence Nightingale/ Mary Seacole and Guy Fawkes Time of year and relevance</p>	<p>Stone Age Boy Chronological order links to English text Links to early history- science Links to geography- mountains</p>

	<p>Teachers/Our Church/Safe People</p> <p>How old is our school? Who came to our school in the past?</p> <p>Emergency Services – Great Fire of London</p> <p>Health Care – birth of Jesus in a barn – compare to now (compare same/different and change)</p> <p>Christmas – Nativity comparisons between then and now. Sequencing events within the Nativity (chronology)</p> <p>Christmas traditions – how have these changed? Why do we have the traditions we do?</p> <p>Events within living memory – parents/grandparents Christmas.</p> <p>Floor book – Nativity – birth of Jesus and out own birth</p>		
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Spring

	EYFS History Intent	History KS1 Intent	History KS2 Intent
	<p>Spring 1 – Toys</p> <p>Old and new toys – comparing and looking for similarities and differences.</p> <p>Toys of today – toys we have at home –</p> <p>Toys from when our parents were young. Toys from when our grandparents were young</p> <p>Dolls' house comparisons from past and present. Victorian toys</p> <p>Toys of the Future – designing toys</p> <p>Spring 2 - Houses and Homes – old and new buildings, comparing rooms and furniture.</p> <p>What would it be like if I lived in a different year – in the past?</p> <p>ORDER-PRESENT-FUTURE-PAST</p> <p>RE links to the Creation Story, Easter – first, then, next – Life cycle of a chick</p> <p>Sequencing Easter story – Floor book</p>	<p>Comparing seaside holidays to Victorian times</p> <p>Linking to geography topic- uk vs non uk country</p> <p>Links to English text</p> <p>Links into science-</p>	<p>Ancient Greece</p> <p>Chronological order</p> <p>Links to English text</p> <p>Links to geography- Europe</p> <p>Links into food tech</p>

Summer

	EYFS History Intent	History KS1 Intent	History KS2 Intent
	<p>Summer 1 – Gardens</p> <p>What is my garden like? What can you see in my garden? What can you see in my Grandad's garden?</p> <p>What did the park look like when our grandparents were young?</p> <p>Visit to the Park to look a changes – using photographs to compare.</p> <p>Uttoxeter – trip to Uttoxeter park, how has the park changed over time? (links to KS1 Summer 1, Cycle 1)</p> <p>Seasons vocabulary</p> <p>Summer 2 – The Sea and Holidays</p> <p>Pirates – what are they like?</p> <p>Pirate journeys (historical stories), first, next, then (ordering behaviours)</p> <p>Seaside holidays in the past – When do we go on holiday? When and where have you been on holiday?</p> <p>Was it last week/month/year?</p> <p>Has the sea always been the same? Has it changed over time?</p>	<p>Great fire of London- local historical event (Great fire of Uttoxeter)</p> <p>Links into english</p> <p>Links to geography- maps of Uttoxeter and surrounding environment</p> <p>Redfern cottage</p>	<p>Changes in Uttoxeter since WW2</p> <p>Chronological order</p> <p>Links to science- food and rationing- grow your own</p> <p>Build on from ks1 learning from Great fire of Uttoxeter-</p> <p>Links to english text</p> <p>Links to local geography</p> <p>Redfern cottage</p>

IMPACT (end points)

	EYFS	Key Stage 1		Key Stage 2	
	YR	Y1	Y2	Y3	Y4
	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history • Order a sequence of familiar events • Know some similarities and differences between things in the past and now • Use language associated with time – today, tomorrow, yesterday, week, month, and year. • Use pictures and artefacts begin to ask questions about life in the past and begin to say what they tell us about how life was different in the past 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Sequence pictures in chronological order • Tell and re-tell a story • Understand and use words relating to the passage of time (now, then, yesterday, week, month, year, nowadays, old, new, before, in the past. • Recognise similarities and difference such as here/there and then/now involving people and events • Ask questions about the different projects covered, including "Why do you think...?" 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Place events on a simple labelled timeline • Recall events from the Great Fire of London and some of the achievements of Florence Nightingale, Mary Seacole • Use words related to the passing of time: WW2, 17th Century, before Jesus was born, 100 years ago. • Identify similarities and differences between the time periods studied and today • Identify simple causes of events and describe some of the consequences of events and actions • Ask and answer simple questions about the past, suggesting how to answer them by using evidence. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Sequence significant events from a time period on a timeline using some dates and terms • Understand and use some historical vocabulary: Prehistoric, Neolithic, Palaeolithic, Mesolithic, AD/BC, archaeology, Celts, tribe, empire • Identify similarities and differences between Britain before and after Roman rule • Describe and evaluate events and changes which had a significant impact on Britain from the Stone Age through to the Romans • Construct responses to questions, selecting the relevant evidence • Use a range of sources of information to find answers to questions and begin to develop a critical eye when using them. 	<p>Children will be able to:</p> <ul style="list-style-type: none"> • Place time periods on a time line, relative to previously studied eras. • Understand and use some more complex time terms and historical vocabulary: civilisation, ancient, modern, primary source, secondary source • Describe and evaluate the legacy of the time periods studied • Describe and evaluate events and changes which had a significant impact on Britain from the Stone Age through to the Romans • Describe the differences between primary and secondary sources • Describe how different source materials can lead us to draw different conclusions about an event/person. • Begin to link cause and effect