

History: Overview

EYFS Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What the child might do	<p>Shows interest in the lives of people who are familiar to them</p> <p>Enjoys joining in with family customs and routines</p> <p>Remembers and talks about significant events in their own experience</p> <p>Recognises and describes special times or events for family or friends</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p>					
Key questions Learning opportunities	What is happening at school today? Use the class daily timetable to discuss what is happening at school today. What are our families like? Talk about similarities and differences between families.		What is the difference between today, yesterday and tomorrow? Use language associated with time – today, tomorrow, yesterday, week, month, year. First, next, last.		How have we changed over time? Look at pictures of themselves as babies to see how they have changed over time. Also look at photographs of their families.	
Suggested texts and links to key texts	My Two Grannies – Floella Benjamin My Two Grandpas – Floella Benjamin The Family Book		Jack and The Beanstalk My mum is Fantastic Peepo- Janet and Allan Ahlberg		The Growing Story by Ruth Krauss and Helen Oxenbury Titch	
Enrichment/Home learning	Discuss members of the family including grandparents. Encourage children to talk about their own home and community life, and to find out about other children’s experiences. Be aware that some children’s home lives may be complicated or disrupted, and talking about them may be difficult. Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.		Encourage children to develop positive relationships with community members who visit the setting, such as fire fighters, refuse collectors, delivery personnel, care home resident, artists.		Share stories about events from the past. Share stories and discuss how we have grown and changed.	

EYFS Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What the child might do	<ul style="list-style-type: none"> • Talk about members of their immediate family and community • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions • Talk about family customs and routines • Talk about past and present events in their own life and in the lives of family members • Name and describe people who are familiar to them • 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. 					
Key questions Learning opportunities	<p>Who is in my family?</p> <p>Who helps us in our community?</p> <p>What can I learn from my grandparents? Bonfire Night when Granny was a girl – Keystage history</p>		<p>What is the past?</p> <p>What events do we know from the past? Read stories with key historical events and why we celebrate today.</p>		<p>How have we changed over time?</p> <p>Look at pictures of themselves as babies to see how they have changed over time. Also look at photographs of their families.</p> <p>What events do we know from the past? Read stories with key historical events and why we celebrate today.</p>	
Key Texts	<p>Once There were Giants, Martin Waddell</p> <p>My Great Grandpa by Martin Waddell</p> <p>My Two Grannies – Floella Benjamin</p>		<p>We all celebrate – Chitra Soundar and Jenny Bloomfield</p> <p>Dogger – Shirley Hughes</p> <p>The Toymaker – Martin Waddell</p> <p>Old Bear – Jane Hissey</p>		<p>Coming to England by Floella Benjamin</p> <p>Too Many Toys – Heidi Deedman</p>	
Enrichment/Home learning	<p>Discuss members of the family including grandparents. Discuss with children the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences. Talk about people in school and in the community who help us.</p>		<p>Share stories with events from the past and toys from the past.</p>		<p>Share stories about people from the past who have an influence on the present.</p> <p>Share stories and discuss how we have grown and changed. Discuss how our parents and grandparents lived and how it might be different from today.</p>	

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 1	Autumn 1	Autumn 2 Toys Over Time	Spring 1	Spring 2	Summer1	Summer 2
Key Questions		How do we know that certain toys are from the past? What questions could you ask to find out if a toy is from the past or present? How are toys from the past different?				
Key Texts		Traction Man is Here Toys in Space Biscuit Bear The Human Race: A History of Record Breakers (timelines and chronology) Lost in the Toy Museum David Lucas				
Writing across the curriculum opportunities		Label drawings of toys. Instructions How to play...				
Outdoor learning opportunities		Learning and playing a game from the past.				
Cultural Capital / Enrichment		Visit a local toy shop.				

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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Who were the Victorians?		London's Burning		
Key Questions		What was Mary Seacole famous for? What changes have been made in hospitals? Why is Queen Victoria remembered today?		How did the Great Fire of London start? How do we learn about events like the Great Fire? Why would a fire not spread as quickly today?		
Key Texts		The Extraordinary Life of Mary Seacole, Florence Nightingale, Little People Big Dreams, The story of Queen Victoria, the woman who ruled the world.		The Great Fire of London by Emma Adams and James Weston		
Writing across the curriculum opportunities		Biography of key Victorian figure.		Samuel Pepys diary entry		
Outdoor learning opportunities		Local area walk to identify Victorian buildings and developments.				
Cultural Capital / Enrichment		Trip to Museum of London or Florence Nightingale Museum or The Victorians at Fulham Palace.		Visit to Monument and Pudding Lane		

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 3 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Odd years		Walk like an Egyptian		Travelling through time from Stone Age to Bronze Age		
Key Questions		What was it like to be an Egyptian? Why was the Nile River important to the Ancient Egyptians? What can we tell from Tutankhamun's tomb?		Would you like to be a hunter- gather or a farmer? Why? Why did people build Stonehenge? Which is the better era stone, bronze or iron age and why?		
Key Texts		Zeraffa Giraffa, The Egyptian Cinderella, The History Atlas, Marcy and the Riddle of the Sphinx		Ug Boy Genius of the Stone Age, Raymond Briggs, Stone Age Boy, Satoshi Kitamura, Pebble in my Pocket, Meredith Hooper The Stolen Spear, Saviour Pirotta, The First Drawing Mordicai Gerstein		
Writing across the curriculum opportunities		Non-chronological report about an aspect of Ancient Egyptian life, Instructions how to make a mummy.		Non-chronological report, Diary – day in the life of a stone age child		
Outdoor learning opportunities				Building a shelter, outdoor cave drawings, build a fire in the fire pit and cook e.g. campfire bread		
Cultural Capital / Enrichment		Visit to The British Museum		Stone Age Survivors Hampstead Heath, Museum of London, Fulham Palace		

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 3 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What was important to our local Victorians?		What did the Romans do for us?		
Key Questions		What was life like for children living in this area during the Victorian times? How do we know that people lived in this area during Victorian times? Why would people have wanted to live here? How and why had life improved for children by the end of the Victorian era?		How did the Roman invasions change the way people lived? What part did Boudicca have to play in the invasion of Britain? What impact did the Romans have on our lives today?		
Key Texts		Jemmy Button, A Christmas Carol Street Child		Romulus and Remus		
Writing across the curriculum opportunities		Persuasive argument for opening schools or stopping children working in factories.		Retelling of Romulus and Remus, Wanted poster Boudicca, Non-chronological report Who were the Romans?		
Outdoor learning opportunities		Local area walk				
Cultural Capital / Enrichment		Victorians at Fulham Palace		British Museum		

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 4 Cycle A	Autumn 1	Autumn 2 Walk like an Egyptian	Spring 1	Spring 2 Travelling through time from Stone Age to Bronze Age	Summer 1	Summer 2
Key Questions		What was it like to be an Egyptian? Why was the Nile River important to the Ancient Egyptians? What can we tell from Tutankhamun's tomb?		Would you like to be a hunter- gather or a farmer? Why? Why did people build Stonehenge? Which is the better era stone, bronze or iron age and why?		
Key Texts		Zeraffa Giraffa, The Egyptian Cinderella, The History Atlas, Marcy and the Riddle of the Sphinx		Ug Boy Genius of the Stone Age, Raymond Briggs, Stone Age Boy, Satoshi Kitamura, Pebble in my Pocket, Meredith Hooper The Stolen Spear, Saviour Pirotta, The First Drawing Mordicai Gerstein		
Writing across the curriculum opportunities		Non-chronological report about an aspect of Ancient Egyptian life, Instructions how to make a mummy.		Non-chronological report, Diary – day in the life of a stone age child		
Outdoor learning opportunities				Building a shelter, outdoor cave drawings, build a fire in the firepit and cook e.g. campfire bread		
Cultural Capital / Enrichment		Visit to The British Museum		Stone Age Survivors Hampstead Heath, Museum of London, Fulham Palace		

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 4 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What was important to our local Victorians?		What did the Romans do for us?		
Key Questions		What was life like for children living in this area during the Victorian times? How do we know that people lived in this area during Victorian times? Why would people have wanted to live here? How and why had life improved for children by the end of the Victorian era?		How did the Roman invasions change the way people lived? What part did Boudicca have to play in the invasion of Britain? What impact did the Romans have on our lives today?		
Key Texts		Jemmy Button, A Christmas Carol Street Child		Romulus and Remus		
Writing across the curriculum opportunities		Persuasive argument for opening schools or stopping children working in factories.		Retelling of Romulus and Remus, Wanted poster Boudicca, Non-chronological report Who were the Romans?		
Outdoor learning opportunities		Local area walk				
Cultural Capital / Enrichment		Victorians at Fulham Palace		British Museum		

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 5 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		<p>Why should we thank the Ancient Greeks?</p> <p>What did the Greeks believe and how did this influence their daily lives? What is the legacy of the Ancient Greeks? How do we tell the difference between a myth, legend and fact?</p>				
Key Texts		<p>Odysseus, Leo and the Gorgon's Curse, Terry Deary's Greek Tales, Variety of Greek Myths</p>				
Writing across the curriculum opportunities		<p>Retelling myths, non-chronological report, discussion text, which city state is better, Athens or Sparta?</p>				
Outdoor learning opportunities		<p>Links to PE Olympic sports / Spartan warfare training.</p>				
Cultural Capital / Enrichment		<p>British Museum visit.</p>				

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 5 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How did WWII impact London?		What impact did the Anglo-Saxons have? Would the Vikings really do anything for money?		Why is it called the golden age of Early Islamic Civilisation?
Key Questions		Which countries were involved in World War II and why? What was life like for a WW2 evacuee? How did life change for people after the war?		What countries did the Vikings and Anglo-Saxons come from? What is a reliable source? Describe one aspect of Viking and Anglo-Saxon settlement that has made Britain the way it is today.		Why was the silk road so important? How does Early Islamic Civilisation influence our lives today? What were the key differences between London and Baghdad at that time?
Key Texts		Billy the Kid, Goodnight Mister Tom		Anglo-Saxon Boy, Terry Deary Saxon Tales, 1000 year old boy, She-Wolf		1001 Arabian Nights A history of the world in 25 cities, The Silk Road
Writing across the curriculum opportunities		Diary entry evacuee, non-chronological report The Blitz		Viking saga		
Outdoor learning opportunities						
Cultural Capital / Enrichment		Imperial War Museum		Fulham Palace		British Museum

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 6 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Questions		<p>Why should we thank the Ancient Greeks?</p> <p>What did the Greeks believe and how did this influence their daily lives? What is the legacy of the Ancient Greeks? How do we tell the difference between a myth, legend and fact?</p>				
Key Texts		<p>Odysseus, Leo and the Gorgon's Curse, Terry Deary's Greek Tales, Variety of Greek Myths</p>				
Writing across the curriculum opportunities		<p>Retelling myths, non-chronological report, discussion text, which city state is better, Athens or Sparta?</p>				
Outdoor learning opportunities		<p>Links to PE Olympic sports / Spartan warfare training.</p>				
Cultural Capital / Enrichment		<p>British Museum visit.</p>				

History: Overview

Each unit has a knowledge organiser identifying key vocabulary.

Year 6 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How did WWII impact London?		What impact did the Anglo-Saxons have? Would the Vikings really do anything for money?		Why is it called the golden age of Early Islamic Civilisation?
Key Questions		Which countries were involved in World War II and why? What was life like for a WW2 evacuee? How did life change for people after the war?		What countries did the Vikings and Anglo-Saxons come from? Describe a reliable source that has helped us understand life in the first century. What comparisons can be made between the settlement of the Vikings and Anglo-Saxons and British values today?		Why was the silk road so important? How does Early Islamic Civilisation influence our lives today? What were the key differences between London and Baghdad at that time?
Key Texts		Billy the Kid, Goodnight Mister Tom		Anglo-Saxon Boy, Terry Deary Saxon Tales, 1000 year old boy, She-Wolf		1001 Arabian Nights A history of the world in 25 cities, The Silk Road
Writing across the curriculum opportunities		Diary entry evacuee, non-chronological report The Blitz		Viking saga		
Outdoor learning opportunities						
Cultural Capital / Enrichment		Imperial War Museum		Fulham Palace		