



History Curriculum Overview

Key Questions being addressed by each year group throughout the progressive curriculum:

Year 1 What is the history of me and my area?

Year 2 How have people and events shaped Britain and the World?

Year 3 How did Early Britain develop?

Year 4 How did Britain develop after 1066?

Year 5 What did Ancient Civilisations have in common?

Year 6 How does History affect me?

	Nursery	Reception	Year 1 (Local History)	Year 2 (Significant people/London)	Year 3 (Early Britain)	Year 4 (Early Britain)	Year 5 (Ancient Civilisations)	Year 6 (Ancient Civilisations)
Focus:								
Autumn 1	My Family	All about Me-My Family	My family History Past and Present	Significant People and events (Study of key events and significant people from London)	Stone Age to Iron Age in Britain (Changes in Britain from Stone Age to Iron Age and study of hunters and gatherers)	Vikings (raids and invasions and struggle for power)	Ancient Egyptian (Egypt past and present. Legacy of Ancient Egypt)	Mayans (Non-European society that provides contrasts with British history)
Concepts and skills taught:	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea 	<ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for 	<ul style="list-style-type: none"> Interpreting the past Similarity, difference and significance Chronological knowledge 	<ul style="list-style-type: none"> Chronological knowledge Make connections Interpreting the past 	<ul style="list-style-type: none"> Use of Historical vocabulary Interpreting the past Cause and consequence 	<ul style="list-style-type: none"> Use of Historical vocabulary Interpreting the past Frame historically-valid questions 	<ul style="list-style-type: none"> Chronological knowledge Interpreting the past Use written narratives and analyses 	<ul style="list-style-type: none"> Cause, consequence and motivation including imagining choices. Change, continuity, progression and regression. Comparison and contrast, similarity and difference, variety



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		family or friends. • Shows interest in different occupations and ways of life. • 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						
Autumn 2	<ul style="list-style-type: none"> Week 3 – Birthdays Week 4 – Birthdays – Growing Older 	Week 7 – Similarities and differences.	Not included this term					
Spring 1	Week 1 – Changes in Weather (Changes over time)	Week 3 – Time and Sequencing Week 4 -Places I have visited. Week 7 – My week – What have I done?	My local area Newham (Local study/area of Plaistow/Newham)	Kings and Queens of Britain (Study of 5 British Monarchs)	Romans (Study of Romans and investigating their legacy to the present day)	London- Blitz (Study of the Second World War focussing on London)	Ancient Greece (A study of Greek life and achievements and their influence on the western world)	History in the News (Studying the historical events that have lead to an important current news story.)
Concepts and skills taught:			<ul style="list-style-type: none"> Similarity, difference and significance Continuity and change Interpreting the past 	<ul style="list-style-type: none"> Chronological knowledge Make connections Continuity and change 	<ul style="list-style-type: none"> Chronological knowledge Make connections Using evidence and communicating ideas 	<ul style="list-style-type: none"> Significance of events/people Cause and consequence Using evidence and communicating ideas 	<ul style="list-style-type: none"> Use of historical vocabulary Compare and contrast Using evidence and communicating ideas 	<ul style="list-style-type: none"> Cause, consequence and motivation including imagining choices. Change, continuity, progression and regression. Comparison and contrast, similarity and difference, variety



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Spring 2	Week 1 – Dinosaurs – Time/Changes	Week 1 – Holiday News Week 4 – Family Routines	Not included this term					
Summer 1	Week 4 – Changes as we get older Week 4 – Time (Maths)	Week 1 – Holiday News Week 3 – When I grow up Week 4 – Time and Sequencing	History of London (Key historical buildings/events in London past and present)	National and Global Historical Events (Significant national and global events in living memory and beyond living memory)	Anglo Saxons- Scots (Settlements and Kingdoms in Britain after Romans)	Industrial Revolution (Impact of new factories/bridges and trains to everyday life)	The Shang Dynasty (Achievements of the earliest civilisations) Non-European History)	British History- Magna Carta/Democracy (The most important document history - Magna Carta Day 15 th June)
Concepts and Skills taught:	•	•	<ul style="list-style-type: none"> Continuity and change Significance of events/people Chronological knowledge 	<ul style="list-style-type: none"> Continuity and change Significance of events/people Compare and contrast 	<ul style="list-style-type: none"> Cause and consequence Compare and contrast Analyse trends 	<ul style="list-style-type: none"> Chronological knowledge Continuity and change Analyse trends 	<ul style="list-style-type: none"> Continuity and Change Significance of events/people Use written narratives and analyses 	<ul style="list-style-type: none"> Continuity and Change Cause and consequence Use written narratives and analyses
Summer 2	Week 7 – Summer Holidays, What will I be doing?	Week 1 – Harry and the Dinosaurs Week 1 – Creating Dinosaur Eggs	Not included this term					