

This document states which NC aims are taught during which topic for each year. History is to be taught for half a term (6 lessons) and then Geography to be taught the other half of the term (6 lessons). Topics **underlined and bold** are the topics to be taught when given options in KS2.

History OVERVIEW - RECEPTION EYFS- linked to skills progression document

Term	National Curriculum aims	Skills	Topic and ideas	Rationale
------	--------------------------	--------	-----------------	-----------

In EYFS, historical learning begins in 'Understanding the World' where children begin to make sense of their local surroundings, community and the wider world. By engaging with a broad selection of fiction and non-fiction texts, rhymes and poems children learn and understand concepts such as past and present and talk about similarities and differences between people around them and their role in society. Using contexts familiar to the children e.g. 'All about me' topic, they begin to make sense of their own life-story and family history by looking at photos and sharing family stories. Children also investigate familiar objects, situations or places which were different in the past e.g. telephone, local shop. The stories and language frames used in EYFS allow modelling and repetition of phrases that help children understand the concepts of past and present and develop their vocabulary. By manipulating (playing with) artefacts and looking at pictures, children have their first introduction to historical sources.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about Me Family Pets Friends Change – seasonal change/Autumn	Space Autumn Diwali Bonfire Night Remembrance Sunday Christmas stories – Nativity, Stick Man Christmas around the world	Fairy Tales Winter Chinese New Year Heroes and villains – real life heroes (people who help us) Valentine's day	Farms Eggs and chicks Easter Growing up Seasonal change/Spring	Going Wild! Hot places Planting - sunflowers/Spring Wild animals and their habitats	Mad about Minibeasts Life cycles – Frog/butterfly/plant/sunflowers Minibeast habitats <u>Rainshill</u> Park visit

Autumn 1	Understanding the world People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and Traditions.	Talk about members of their immediate family and their relationship to them. Develop respect for new friends in class.	Children in reception start to talk about their lives and families so that they can start to understand that not all people or families are the same. This will start to broaden their understanding about other people in their class and their backgrounds.
----------	--	--	---	---

<p>Autumn 2</p>	<p>Understanding the world</p> <p>People and communities Past and present</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and Traditions.</p>	<p>Guy Fawkes - How and why we celebrate Bonfire Night and the story behind this?</p> <p>Remembrance Sunday - Talk about the War and why we use poppies to remember soldiers who have died.</p> <p>Sharing past experiences together such as different celebrations and days out/holidays.</p>	<p>Children in reception start to talk about their lives and families so that they can start to understand that not all people or families are the same. This will start to broaden their understanding about other people in their class and their backgrounds.</p>
<p>Spring 1</p>	<p>Understanding the world</p> <p>People and communities Past and present</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Stories and rhymes from long ago e.g Fairy Tales, Nursery Rhymes or Traditional Tales.</p> <p>How are the clothes/houses/ transport different from ours today?</p> <p>Talk about key roles people have in society both in the present and past</p> <p>Name and describe people that are familiar to them within their community e.g police, fire etc</p>	<p>Children being to explore different roles in society and jobs through role play and stories. This will help them in KS1 when learning about different significant people and their roles in society.</p> <p>Children will read stories about the past so that they are aware of how times may have been different before they were alive. This will help them in Year 2 when they learn about toys, schools and transport from the past. This will also help them to build up an understanding of the past ready for KS2 learning.</p>

<p>Spring 2</p>	<p>Understanding the world</p> <p>People and communities Past and present</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Talk about and understand changes in their own life time and create a personal time line</p> <p>Describe images of familiar situations in the past using books such as 'When we were giants' and 'Peepo'.</p>	<p>Children being to explore different roles in society and jobs through role play and stories. This will help them in KS1 when learning about different significant people and their roles in society.</p> <p>Children will read stories about the past so that they are aware of how times may have been different before they were alive. This will help them in Year 2 when they learn about toys, schools and transport from the past. This will also help them to build up an understanding of the past ready for KS2 learning.</p>
<p>Summer</p>	<p>Understanding the world</p> <p>People and communities Past and present</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Order experiences in relation to themselves and others, including stories.</p> <p>Recognising that pictures in stories and rhymes are different from experiences children might encounter today eg The windmill in The Little Red Hen.</p>	<p>Children will learn about the world we live in to start to develop their questioning and curiosity about the world. These are key skills which children will continue to develop throughout primary school.</p>

History OVERVIEW - YEAR 1- linked to skills progression document				
Term	National Curriculum Aims	Skills	Topic and ideas	Rationale
Autumn	Local History Significant historical events, people and places in their own locality	Know the name of a famous person, or a famous place, close to where they live	Once upon a time Great fire of London Guy Fawkes Remembrance Day Samuel Pepys diary Houses now and then Now press play - great fire of London Perform workshops - great fire of London	Children will start to develop an understanding of famous people and places within the area they live in so that they can apply context to their learning and develop wider knowledge about the area they live in before learning about famous people from other countries in Year 2.
Spring	Beyond living memory Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	Know about an event or events that happened long ago, even before their grandparents were born Know what we use today instead of a number of older given artefacts	Dinosaurs Mary Anning Looking at artefacts and fossils and when dinosaurs were around Why they are extinct Timeline Fossil making Dinosaur Day- real size dinosaur in school TBC Now press play dinosaurs	Learning about events that happened a long time ago will help children to start to develop a timeline of events in their lives and before they were born. This will help develop their curiosity about the world before they were alive.
Summer	Lives of significant people The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Name a famous person from the past and explain why they are famous	Kings and queens Look at a famous king or queen Monarchs Queen Elizabeth II Compare Queen Victoria and Queen Elizabeth II	Children will use their knowledge and skills learnt in Autumn term broaden their knowledge on famous people, now from the past. This will help children develop skills such as curiosity and questioning about the past before they were alive. They will be able to continue to build a chronological timeline of events before

			Queen coronation Hampton Court trip In school dress up day/ workshops	they were born. This topic will give children an insight into some Kings and Queens before they learn about the Tudors in more depth in Year 3.
--	--	--	--	---

History OVERVIEW - YEAR 2- linked to skills progression document

Term	National Curriculum Aims	Skills	Topic and ideas	Rationale
<p>Autumn</p>	<p>Lives of significant people The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Know about a famous person from outside the UK and explain why they are famous</p>	<p>Super heroes</p> <p>Real life superhero- Mary Seacole</p> <p>Who is she? Where does she live? What is her job? Why is she significant?</p> <p>Dress up day as a real-life superhero or fiction.</p> <p>Now press play - Mary Seacole, Florence Nightingale Perform workshops- Florence Nightingale</p>	<p>Children will start to learn about famous people from outside the UK drawing on their knowledge from Year 1. They will continue to use their questioning skills and critical thinking about the world to advance their curiosity and enthusiasm to find out more.</p>
<p>Spring</p>	<p>Within living memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Know that the toys their grandparents played with were different to their own</p> <p>Organise a number of artefacts by age</p> <p>Know what a number of older objects were used for</p> <p>Know the main differences between their school days and that of their grandparents</p> <p>Comparison skills</p>	<p>All around the world</p> <p>Toys and games from around the world to compare.</p> <p>Compare schools in the past to now.</p> <p>Videos, books, role play, class discussions etc</p>	<p>Learning about events that happened a long time ago will help children to continue to develop a timeline of events in their lives and before they were born. This will develop their chronological understanding.</p> <p>Children will develop the skill of comparison as they are learning about events that are different to what they know now for example school life.</p> <p>This will help develop their curiosity and questioning skills about the world before they were alive.</p>

		Know that children's lives today are different to those of children a long time ago		
Summer	Local History Significant historical events, people and places in their own locality	Know how the local area is different to the way it used to be a long time ago Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.	Cracking contraptions What was London like? What is it like now? Pictures, videos, books. Brooklands Museum trip-transport then and now.	Looking at photos and artefacts from the past will help children to compare the lives of those from the past to theirs now. They will develop the skill to make predictions and question how history could continue to change based on evidence from the past.

History OVERVIEW - YEAR 3- linked to skills progression document				
Term	National Curriculum aims	Skills	Topic and ideas	Rationale
Autumn	<p>ANCIENT ANCIENTS (approx. 3000 years ago) Cover each of and then choose one to look at in depth:</p> <ul style="list-style-type: none"> • <u>Ancient Egypt</u> • Ancient Sumer • Indus Valley • Shang Dynasty 	<p>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</p> <p>Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty</p>	<p>Egyptians</p> <p>Egyptian day in school Compare gods and goddess' Who were they? What was life like? Mummies Hieroglyphics Why did they build the pyramids? Make Egyptian masks. Perform workshops- Egyptians</p>	<p>Children will be able to develop skills such as critical thinking, questioning and investigation through this topic. Children will apply knowledge from Year 2 to continue to make comparisons between life in the Egyptian times and life now.</p>
Spring	<p>Local study A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p>	<p>James and Giant Peach</p> <p>Comparing Woking now to what it was like in Tudor times Woking palace in Tudor times Woking palace now Tudors in Woking timeline Henry VIII living there http://www.woking-palace.org/educationpack.pdf</p>	<p>Children will look at their local area during the Tudor period. They will understand how the landscape has changed overtime when comparing the past and present. They will gain an understanding of land use and be able to use maps to identify physical features in the locality. They will be able to compare a range of secondary sources. Through this topic children will learn to use a range of sources to find out about a period in time. They will start to learn to record information relevant to a study through research which is a key skill that they will take through KS2 and into their own lives.</p>
Summer	<p>Beyond 1066 An aspect of theme that takes pupils beyond 1066</p>	<p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to</p>	<p>Tudors</p> <p>Tudor day in school Tudor buildings Impact Tudors had on the world</p>	<p>Children are building upon their knowledge of the past from KS1. They are able to put specific periods of history in a timeline to give them an understanding of the different periods in history.</p>

		<p>British history- Travel and exploration</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework- Henry VIII and descendants</p> <p>Know how Britain has had a major influence on the world- British Empire and Elizabeth I</p>	<p>Tudor Clothes What was life like in Tudor times? Henry VIII Artefacts/ looking at photographs</p>	<p>They will study key Tudor monarchs and the influence and effect that they had on society then and now, the wider world, and exploration.</p> <p>Children will start to understand the chronological order of history throughout KS2. They will learn to use dates and terms related to the study unit. Children will be given opportunities to use topic based vocabulary to explain ideas.</p>
--	--	--	--	--

History OVERVIEW - YEAR 4- linked to skills progression document				
Term	National Curriculum aims	Skills	Topic and ideas	Rationale
Autumn	<p>CHRONOLOGY (Stone age to 1066) To include:</p> <ul style="list-style-type: none"> • <u>Stone age to Iron age</u> • <i>Romans</i> • <i>Anglo-Saxons</i> • <i>Vikings</i> 	<p>Know how Britain changed from the iron age to the end of the Roman occupation</p>	<p>Stone age</p> <p>Survival in the stone age- tools they used What people ate/ weapons Chronological order bronze age to iron age Homes Sakra Brae - why it was important Compare stone age life to now Dress up day- Life in Stone Age</p>	<p>Using prior knowledge from Year 3, children will learn to sequence several events and/or artefacts and start to understand terms such as BC and AD during this topic. This will develop in Year 5 as they start to compare periods in time. This topic will help children to continue to develop the chronology of different historical periods.</p>
Spring	<p>Local study A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p>	<p>What a wonderful world</p> <p>Famous explorers Captain James Cook Christopher Columbus Ferdinand Magellan World exploration and impacts (globalisation)</p>	<p>Using skills from the Year 3 Local Study topic children will continue to develop the skill to use evidence to build up a picture of their locality. As they are introduced to a variety of resources, they will draw on knowledge from previous years to begin to evaluate the usefulness of different sources.</p>
Summer	<p>CHRONOLOGY (Stone age to 1066) To include:</p> <ul style="list-style-type: none"> • <i>Stone age to Iron age</i> • <u>Romans</u> • <i>Anglo-Saxons</i> • <i>Vikings</i> 	<p>Know how there was resistance to the Roman occupation and know about Boudicca</p> <p>Know about at least one famous Roman emperor</p>	<p>Romans</p> <p>About the Roman Empire Roman roads on a map What were the Romans like? Settlements and roads Emperor Hadrian</p>	<p>Developing knowledge from Autumn term, children continue to develop the skill of sequencing several events and understanding the chronological order of historical events. They are given opportunities to question and think critically about different periods in time.</p>

		Know how the Roman occupation of Britain helped to advance British society	Roman religion Roman baths Dress up day	
--	--	--	---	--

History OVERVIEW - YEAR 5- linked to skills progression document				
Term	National Curriculum aims	Skills	Topic and ideas	Rationale
Autumn	<p>Local study A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	<p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p>	<p>Victorians</p> <p>Significant individuals Queen Victoria Victorian schools compared to now Victorian invention Holidays in Victorian times Jobs Steam engine What was life like? What did they wear? What was school like? Industrial revolution</p> <p>Dress up day - life as a Victorian child</p>	<p>Children will start to use evidence from resources they consider useful to build up a picture of past events- building on prior knowledge from Year 4. This topic allows children to continue to display understanding of some of the similarities and differences between different periods. This topic allows children to discuss how the Victorians influenced life today.</p>
Spring	<p>Local study A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period- space travel</p> <p>Using facts and evidence to compare</p>	<p>Space</p> <p>History of space Apollo 11 moon landing Women in space program Space race Double page spread- showcase for other year groups</p> <p>Famous astronauts - Neil Armstrong, Tim Peake</p>	<p>Children will start to use evidence from useful resources to build up a picture of past events. They will apply skills from LKS2 with increasing confidence such as researching events developing their questioning and critical thinking skills further. This topic allows cross curricular links with Science when children focus on the changes over time with space travel and the controversies of the time.</p>

<p>Summer</p>	<p>CHRONOLOGY (Stone age to 1066) To include:</p> <ul style="list-style-type: none"> • <i>Stone age to Iron age</i> • <i>Romans</i> • <u>Anglo-Saxons</u> • <u>Vikings</u> 	<p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p> <p>Use a time line to show when the Anglo-Saxons were in England</p> <p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p>	<p>Island Invasion</p> <p>Where did the Vikings come from? Chronological ordering</p> <p>How people dealt with the invasion</p> <p>Why they invaded Britain</p> <p>Kings in Britain</p> <p>Timeline</p>	<p>Children will continue to build on understanding the chronological order of History in Year 5. We teach in a chronological order to help children build a timeline of events in History. Through this topic, they will continue to develop and use historical vocabulary linking to historical terms and period labels through discussions and explanations.</p>
---------------	---	---	--	---

History OVERVIEW - YEAR 6- linked to skills progression document

Term	National Curriculum aims	Skills	Topic and ideas	Rationale
Autumn	<p>Local study A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p>	<p>WW1/ WW2</p> <p>What was life like as a WW1 soldier? How did WW2 begin? Different role in war Children in the war Life at home during war Women during WW2 D day</p> <p>WW1 dress up day</p>	<p>Children will be able to use skills and knowledge from KS2 to think about and question what life was like at this time whilst learning about WW1. Children will be able to use their skills to recognise valuable primary and secondary resources, which will help them to build an understanding of what life was like in the war. They will be able to build on historical skills such as questioning, critical thinking and reasoning for events during this topic.</p>
Spring	<p>ANCIENT GREECE Greek life and influence on the Western world</p>	<p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know at least five sports from the Ancient Greek Olympics</p>	<p>Greeks</p> <p>Dress up day- what was life like?</p> <p>The difference between Athenians and Spartans Greeks gods and symbols Now press play - time to save the Athens Compare Mayans and Greeks</p> <p>Greek Olympics</p>	<p>Giving children the opportunity to learn about a wide range of History will help develop their love of learning and enthusiasm to want to know more.</p> <p>Children will be able to develop skills such as critical thinking, questioning and investigation through this topic. Children will apply knowledge from all of KS2 to continue to learn about different historical times.</p>
Spring	<p>CIVILIZATIONS from 1000 years ago Choose one of:</p> <ul style="list-style-type: none"> • Mayans • <i>Islamic Civilizations</i> • <i>Benin Civilization</i> 	<p>Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin</p>	<p>Greek Olympics</p>	<p>Children will be given the opportunity to learn about the Mayans and what life was like in this time. This will develop their historical chronological knowledge of different time periods in history. Some children will be able to make further links to compare this time period to others, such as the Greeks.</p>

		Know why they were considered an advanced society in relation to that period of time in Europe		Year 6 use skills from KS2 to create an argument based on research and valuable resources. Children's topic related vocabulary will be developing throughout the whole of KS2.
Summer	<p>Local study A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066</p>	Know how the lives of wealthy people were different from the lives of poorer people during this time	<p>On top of the world</p> <p>Transport through the ages Woking- how has it developed? Canals, railway, chronology Compare rich and poor Henry VIII and Woking - linking to KS1 kings and queens topic and year 3 Tudors</p>	<p>Giving children the opportunity to learn about a local study each year allows their topic related vocabulary to develop. In Year 6 children understand more about different time periods as they are able to draw on prior knowledge of the chronological order of History and what life was like in these time periods. This topic allows children to recap on learning from KS1 Kings and Queens topic as well as the Tudors topic in Year 3.</p>