

History Curriculum Overview

2023/24

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5/6
<p>Autumn Term How can you be a superhero?</p>	<p>Autumn Term When is a house a home?</p>	<p>Autumn Term How can you bring a traditional tale to life?</p>	<p>Autumn Term Why should we care about rainforests? Are they as important today as they were to people in the past?</p>	<p>Autumn Term What is the legacy of the Romans?</p>	<p>Autumn Term How did the war (WW2) change Britain?</p>
<p>(from ELG 'Past and Present') - talk about members of their immediate family and community through their reading of the book, 'My Mum is a Superhero', children will be discussing their families. -Name and describe people who are familiar to them Children will be talking about people that they may have come across in the local community, such as policemen and firefighters (Visitor - community nurse talk)</p>	<p>-to know how homes have changed inside over 100 years -to ask questions about the past -to find answers to simple questions about the past from sources of information and artefacts</p>	<p>(History being taught as a discrete subject this term, not related to interconnected question.) -to learn about the lives of significant individuals in the past who have contributed to national and international achievements -to compare aspects of life in different periods William Caxton and Tim Berners-Lee Mary Seacole and Edith Cavell</p>	<p>-to know where and when the Mayan people lived -to know the significance of rainforests for the Mayan people -to have an understanding of Mayan writing, sport and mathematical skills and how we know this -to be able to make connections between medicines used today and the rainforest</p>	<p>-identify the chronology of the Roman invasion of Britain within the context of British history -Discuss if native Britons welcomed or resisted the Romans -learn about the skills and attributes of Roman soldiers -Understand why the Roman Army was so successful -Investigate what the Romans did for us</p>	<p>-Understand and recall the chronology of World War 2 and other key facts -Investigate and understand evacuation and rationing and its impact on Britain -Explore the changing role of women during the war and the impact of this -Explore reasons the war started</p>
<p>Spring Term Are all bears the same?</p>	<p>Spring Term How have toys changed over the years?</p>	<p>Spring Term How did London adapt and change after the Great Fire of London?</p>	<p>Spring Term How does technology change the world?</p>	<p>Spring Term Would you rather live in the Stone Age, Bronze Age or Iron Age?</p>	<p>Spring Term What is life like for a child in Africa?</p>

<p>Knowledge and Understanding of the World Develop the language to talk about the world, including asking and answering questions through exploring images and artefacts from the past using the Cuckfield Museum loan box and through a talk from a wildlife photographer.</p>	<ul style="list-style-type: none"> -To know how toys have changed over 100 years -To ask questions about the past -To find answers to simple questions about the past from sources of information and artefacts -To compare old and new toys 	<ul style="list-style-type: none"> -To identify differences and similarities between ways of life in different periods -To know and understand key features of the GFofL and ask and answer questions -To understand some of the ways in which we find out about the past and identify different ways in which it is represented. -Exploring how London changed after the Great Fire -Understanding how fire safety has changed through the ages 	<p>The coming of Steam</p> <ul style="list-style-type: none"> -How can we use artefacts or historical sources to place events/inventions on a timeline? -How did steam change the world? -How have trains changed over time? -How has changes in transport shaped people's lives? -How has a famous inventor impacted our world? - Richard Trevithick, George Stevenson, Isambard Kingdom Brunel 	<ul style="list-style-type: none"> -Begin to understand the terms Stone Age, Iron Age and Bronze Age and set in a chronology -Find out what was needed to survive the 'old' Stone Age -Explain what was 'new' about the New Stone Age -Explain what life was like in Bronze Age Britain -Investigate how Celtic people lived (Iron Age) 	<ul style="list-style-type: none"> -Links made to the history of the slave trade through reading sessions <p>The primary humanities focus in the autumn term was subject and disciplinary knowledge associated with History so the spring term is being used to primarily focus on Geography.</p>
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