



HISTORY CURRICULUM OVERVIEW

YEAR NURSERY

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>22-36 - Listening and attention Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained-using child's name helps focus.</p> <p>22-36 - Understanding Identifies action words by pointing to the right picture e.g. 'Who's jumping?' Understands more complex sentences, e.g. 'Put your toys away then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p>22-36 - Speaking Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'. Uses a variety of questions (eg: what, where, who). Uses simple sentences (e.g. Mummy gonna work). Beginning to use word endings (e.g. going, cats).</p>	<p>22-36 - Moving and handling Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p>22- 26 - Health and self-care Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p>	<p>22-26 - Self-confidence and self-awareness Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.</p> <p>22-36 - Managing feelings and behaviour Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>22-36 - Making Relationships Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child.</p>
<p>30-50 - Listening and attention Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).</p> <p>30-50 - Understanding Understands use of objects (e.g. "What do we use to cut things?") Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions.</p> <p>30-50 - Speaking Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>30-50 - Moving and handling Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>30-50 - Health and self-care Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50 - Self-confidence and self-awareness Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help.</p> <p>30-50 - Managing feelings and behaviour Aware of own feelings, and knows that some actions and words can hurt others' feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p>30-50 - Making Relationships Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	All about me	Festivals	Animals (bears)	Story building (Traditional tales)	Growth	Our World/ Changes	EARLY LEARNING GOALS – EXPECTED FOR THE END OF RECEPTION
<p>HISTORY</p> <p>UNDERSTANDING OF THE WORLD</p> <p>STRAND</p> <p>People and communities</p>	<p>Talk about things that have happened in their families in the past.</p> <p>Be aware of the changes from nursery to reception.</p> <p>Learning routines and recalling activities from the day before.</p> <p>Changes in our lives over time</p>	<p>Talk about their Christmas celebrations in their homes.</p> <p>Past events and experiences</p>	<p>Own experiences of animals , visits to zoo</p>	<p>Past stories they remember.</p> <p>Bring a favourite book into school to share</p>	<p>Experiences of growing plants</p> <p>Community gardens /allotments in environment-discuss experience</p>	<p>What’s next?</p> <p>Starting school.</p> <p>Experiences of changes in own lives – moving house / schools/ new siblings</p>	<p>People and communities</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 don’t 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>



HISTORY CURRICULUM OVERVIEW

YEAR RECEPTION

PRIME AREAS – (The Prime Areas overarch all learning)

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
<p>40-60 - Listening and attention Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span.</p> <p>40-60 - Understanding Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>40-60 - Speaking Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>	<p>40-60 - Moving and Handling Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>40-60 - Health and self-care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision.</p>	<p>40-60 - Self-confidence and self-awareness Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.</p> <p>40-60 - Managing feelings and behaviour Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> <p>40-60 - Making relationships Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p>
<p>ELG - Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG - Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG - Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>ELG - Moving and handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG - Health and self-care Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>ELG - Self-confidence and self-awareness Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>ELG - Managing feelings and behaviour Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p>ELG - Making relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

IN EYFS WE HAVE SPECIFIED ACTIVITIES WE PLAN FOR, BUT SOME ACTIVITIES WILL BE UNIQUE TO EACH COHORT AND WILL COME FROM THEIR EXPERIENCES.

Topics	Me, Myself and I	Lights, Camera, Action	Where the land meets the sea	5, 4, 3, 2, 1, Blast Off	Heads, Shoulders, knees and toes	Journeys	40-50	EARLY LEARNING GOALS – EXPECTED FOR THE END OF THE YEAR
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<p>HISTORY</p> <p>UNDERSTANDING OF THE WORLD</p> <p>STRAND People and communities</p>	<p>Talk about things that have happened in their families in the past.</p> <p>Be aware of the changes from nursery to reception.</p> <p>Learning routines and recalling activities from the day before.</p> <p>Changes in our lives over time</p>	<p>Talk about their Christmas celebrations in their homes.</p> <p>Past events and experiences</p>	<p>Recalling journeys and holidays</p> <p>Different forms of transport from the past</p>			<p>Yesterday – what did we do yesterday</p> <p>Today – what did we do today</p> <p>Tomorrow – what are we going to do tomorrow</p>	<p>People and communities</p> <p>Enjoys joining in with family customs and routines.</p>	<p>People and communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members</p>
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HISTORY CURRICULUM OVERVIEW

	Year 1			Year 2			
Key Stage 1 – Subject Content Scheme of work Connected History/ Scholastic National Curriculum	The Gunpowder Plot	Victorian children at play	Changes in Living Memory	Telephones	Customs, festivals and fairs from around the UK (Remembrance Day)	Great Explorers	The Great Fire of London – (cross curricular with English)
Chronology / Vocabulary Develop an awareness of the past, using common words and phrases relating to the passing of time	✓	✓	✓	✓	✓	✓	✓
Chronology Know where the people and events they study fit within a chronological framework	✓	✓	✓	✓	✓	✓	✓
Historical concepts Identify similarities and differences between ways of life in different periods	✓	✓	✓	✓	✓	✓	✓
Vocabulary Use a wide vocabulary of everyday historical terms	✓	✓	✓	✓	✓	✓	✓
Historical concepts Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events	✓	✓	✓	✓	✓	✓	✓
Historical enquiry Understand some of the ways they find out about the past	✓	✓	✓	✓	✓	✓	✓
Historical enquiry Identify different ways in which the past is represented	✓	✓	✓	✓	✓	✓	✓
History of Britain Changes within living memory, where appropriate, should be used to reveal aspects of changes in national life	✓	✓	✓	✓	✓	✓	
History of Britain / History of the wider world Events beyond living memory that are significant nationally or globally			✓	✓	✓	✓	✓
History of Britain / History of the wider world 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 on different periods	✓		✓	✓		✓	✓
History of Britain Significant historical events, people and places in their own locality	✓	✓	✓	✓	✓	✓	



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Key Stage 2 – Subject Content Connected Histor/ Scholastic	Year 3					Year 4		
	The Stone Age	The Bronze Age	The Iron Age (the Celts)	Celtic Culture	Ancient Egypt (x2)	A local History Study (Wheathampstead)	Rome and its Empire	Roman Britain (x2)
National Curriculum								
Chronology Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓	✓	✓	✓	✓	✓
Vocabulary / Historical concepts Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓	✓	✓	✓	✓	✓
Historical concepts Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓	✓	✓	✓	✓	✓	✓
Historical concepts / Historical enquiry Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓	✓	✓	✓	✓
Historical enquiry Understand how our knowledge of the past is constructed from a range of sources	✓	✓	✓	✓	✓	✓	✓	✓
Historical enquiry Understand that different versions of past events may exist, giving reasons for this	✓	✓	✓	✓	✓	✓	✓	✓
History of Britain Changes in Britain from the Stone Age to the Iron Age – Year 3	✓	✓	✓	✓				
History of Britain The Roman Empire and its impact on Britain-Year 4						✓	✓	✓
History of Britain Britain's settlement by Anglo Saxons and Scots –Y5								
History of Britain The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Year 6								
History of Britain A local history study – Year 4						✓		
History of Britain A study of an aspect or theme in Britain that extends pupils' chronological knowledge beyond 1066 – Years 4, 5, 6								✓
History of the wider world The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt - Year 3					✓			
History of the wider world Ancient Greece – A study of Greek life and achievements and their influence on the Western World– Year 5								
History of the wider world A non-European society that provides contrasts with British history – Mayan civilization c. AD 900– Year 6								



HISTORY CURRICULUM OVERVIEW

	Year 5				Year 6		
Key Stage 2 – Subject Content Connected History / Scholastic National Curriculum	Life in Ancient Greece (from Yr 4)	Ancient Greek Culture (from Yr 4)	The Legacy of the Ancient Greeks (from Yr 4)	The Anglo Saxons x2	The Vikings x2	The Battle of Britain	The Maya x2
Chronology Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	✓	✓	✓	✓	✓	✓	✓
Vocabulary / Historical concepts Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✓	✓	✓	✓	✓	✓	✓
Historical concepts Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	✓	✓	✓	✓	✓	✓	✓
Historical concepts / Historical enquiry Construct informed responses that involve thoughtful selection and organisation of relevant historical information	✓	✓	✓	✓	✓	✓	✓
Historical enquiry Understand how our knowledge of the past is constructed from a range of sources	✓	✓	✓	✓	✓	✓	✓
Historical enquiry Understand that different versions of past events may exist, giving reasons for this	✓	✓	✓	✓	✓	✓	✓
History of Britain Changes in Britain from the Stone Age to the Ice Age – year 3							
History of Britain The Roman Empire and its impact on Britain – Y4							
History of Britain Britain’s settlement by Anglo Saxons and Scots – Y5				✓			
History of Britain The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor – Year 6					✓		
History of Britain A local history study – Year 4							
History of Britain A study of an aspect or theme in Britain that extends pupils’ chronological knowledge beyond 1066 – Years 4, 5, 6	✓	✓	✓			✓	
History of the wider world The achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt - Year 3							
History of the wider world Ancient Greece – A study of Greek life and achievements and their influence on the Western World – Year 5	✓	✓	✓				
History of the wider world A non-European society that provides contrasts with British history – Mayan civilization c. AD 900; – Year 6							✓



Curriculum Drivers

Subject: History

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Challenge</p>	<p>Making the subject fully enquiry based and encourage children to think of themselves as young historians</p> <p>Encourage pupils to teach each other through personal experiences</p> <p>Allowing children to succeed in History even if their English isn't strong</p> <p>Artefacts make learning more tangible</p> <p>Allow time to research and allow pupils to extend their own learning meaning they can be positive and independent</p> <p>Look at assessment criteria to ensure we can demonstrate clear progression</p> <p>Questioning at the end of units</p> <p>Sharing assemblies allow pupils to share what they have learned</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inclusion</p>	<p>To understand the lives of people have gone before us and think about how this affects our own lives</p> <p>Expanding their outlook based on their own life experiences</p> <p>Allowing children to succeed in History with specific skills even if their English isn't strong</p> <p>Pre-teaching/over-learning of vocabulary</p> <p>Encouraging learning for enjoyment</p> <p>Sharing assemblies to celebrate success</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive Minds</p>	<p>Resilient tortoise Discovering that ideas and assumptions may be wrong when looking at evidence</p> <p>Independent rhino Working independently at times</p> <p>Risk-taking penguin Challenging themselves in their learning</p> <p>Reflective owl Reflect upon the lives of others in the past. Examine artefacts from years gone by. Putting themselves in the shoes of others</p> <p>Team Bee Working together, listening to others and asking about experiences</p> <p>Curious and creative chameleon Develop in order to become more enquiry based and work as young historians</p>