

EYFS, Key Stage 1 and 2 History Curriculum Overview

Year	Topic	National Curriculum Coverage	Book	Question
EYFS Autumn 1/2	Where do we live? Where do our families come from?	<ul style="list-style-type: none"> • Begin to make sense of their own life story and their family's history. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 		Where do we live? Where do our families come from?
EYFS Spring 1/2	Familiar Situations from the past????	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. 		

<p>EYFS Summer 2</p>	<p>Members of their immediate family and community. Name and describe people who are familiar to them.</p>	<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
<p>Year 1 Spring Term</p>	<p>Changes Within Living Memory Shopping</p>	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. For example, how shops have changed since grandparents/great grandparents were young. 	<p>When Grandma was a Little Girl</p> <p>Remember When...</p>	<p>How has shopping changed within living memory?</p>
<p>Year 1 Summer Term</p>	<p>Significant Historical Events. People and places in our local area.</p>	<ul style="list-style-type: none"> • Significant historical events, people and places in the locality. 		<p>Who or what is important in our local area's History?</p>

Year 2 Autumn Term	<p>Events Beyond Living Memory</p> <p>Why do we remember key historical events?</p> <p>Remembrance Day, Gunpowder Plot and Great Fire of London</p>	<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London.] 	News reports and diary entries	How did the Great Fire of London create change?
Year 2 Spring Term	<p>Famous Explorers</p> <p>Neil Armstrong, Christopher Columbus, Ibn Battuta, Ernest Shackleton & Sunita Williams</p>	<ul style="list-style-type: none"> 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. Example; Christopher Columbus and Neil Armstrong. 	Christopher Columbus Usborne Books	How were the lives of these famous explorers the same or different?

Year 3 Autumn Term	Changes from the Stone Age to Iron Age.	<ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age: 	Stone Age Boy	Where did the earliest people settle in the UK?
Year 3 Summer Term	The achievements of the earliest civilisations: Ancient Sumer, The Indus Valley and the Shang Dynasty and in depth study of the Egyptians.	<ul style="list-style-type: none"> The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and in depth study of Ancient Egypt 	How to Build a City	What did the first civilisations have in common and what were their achievements?
Year 4 Autumn Term	The Ancient Greeks	<ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world. 	Greek Myths	How did the Ancient Greeks influence our lives?
Year 4 Spring Term	The Romans in Britain	<ul style="list-style-type: none"> The Roman Empire and its impact on Britain: Julius Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army Successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, e.g. Boudicca 'Romanisation' of Britain: sites such as 	Escape from Pompeii.	How did the Romans change Britain?

		Caerwent and the impact of technology, culture and beliefs, including early Christianity.		
Year 5 Autumn Term	The Anglo Saxons and Vikings	<ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England. 		Who were the invaders after Roman times and why was there a struggle between them?
Year 5 Spring Term	Continue with Anglo Saxons and the Vikings			
Year 6 Autumn Term	The Mayan Civilisation	<ul style="list-style-type: none"> • A non-European society that provides contrasts with British history - Mayan Civilisation c. AD 900. 	Rain Player	In which ways was the Mayan Civilisation more or less advanced than Britain in AD900?
Year 6 Spring Term	Conflict -World War- Migration A study of a time period beyond 1066 to include a local study	<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 		Why did migrants come to Britain? What were the experiences of migrants in Britain? What was the impact of migration to Britain?

