



Class 1 YR/1/2 rolling History Overview

History Intent

A high-quality History education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. We want our children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Through our History lessons, we want to help children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that, through the study of history, children make sense of their world and enrich their understanding of it. Through our curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place. We have chosen the following Substantive concepts for our History curriculum; **Leadership**, **Trade**, **Civilisations**, **Migration**, **Childhood** and **Justice and Equality**. These will be studied in conjunction with the following Disciplinary concepts; Consequence, Change and continuity, Similarity and difference, Historical significance, Sources and evidence, Cause and Historical interpretations.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

0-3 YEARS	3-4 YEARS	Reception Class
• Make connections between the features of their family and other families. • Notice differences between people.	• Begin to make sense of their own life-story and family's history. • Show interest in different occupations.	• Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. ELG: Past and Present Children at the expected level of development will: • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

The KS1 National Curriculum;

The National Curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Subject Content

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- 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]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

Age Phase	Year	Autumn	Spring	Summer
KS1 YR/1/2	A (2021-22, 2023-24 etc)	<u>Autumn 2 - London's Burning!</u> Events Beyond Living Memory <i>Pupils, where appropriate, will study events that are significant nationally or globally.</i> THE GREAT FIRE OF LONDON Civilisation/Cause	<u>Spring 2 - I remember when...</u> Changes Within Living Memory. <i>Pupils, where appropriate, should use these changes to reveal aspects of change in national life.</i> ROYALS Leadership/Historical Significance	<u>Summer 1 - I remember when...</u> Changes Within Living Memory. <i>Pupils, where appropriate, should use these changes to reveal aspects of change in national life.</i> TRANSPORT Trade/Change and Continuity
KS1 YR/1/2	B (2022-23, 2024 – 25 etc)	<u>Autumn 2 - Home Sweet Home!</u> Pupils should develop knowledge about the history of their locality. <i>Significant historical events, people and places in their own locality.</i> Civilisation/Source and Evidence	<u>Spring 2 - Excellent Explorers</u> Significant individuals in the past who have contributed to national and international achievements. <i>Pupil will study significant individuals who have contributed to national and international achievements. They will compare aspects of life in different periods.</i> CHRISTOPHER COLUMBUS/NEIL ARMSTRONG/LEARIE CONSTANTINE Migration/Historical Significance	<u>Summer 2 - A Toy Story</u> Events Beyond Living Memory <i>Pupils will study events that are significant nationally or globally.</i> HISTORY OF TOYS Childhood/Similarity and Difference