



**Green Lea First School
History Curriculum Overview
(Two Year Cycle)**

Year Groups	Cycle	Autumn Term	Spring Term	Summer Term
1 and 2 Key Stage 1	A	<p>Events beyond living memory</p> <p>The Great Fire of London</p> <p>Concepts: Significance Chronology</p>	<p>The lives of Significant individuals of the past who have contributed to national and international achievements</p> <p>Queen Victoria and Elizabeth I</p> <p>Concepts: Significance Similarities and difference</p>	<p>Changes within living memory</p> <p>Victorian Seaside</p> <p>Concepts: Similarities and difference Change</p>
1 and 2 Key Stage 1	B	<p>Changes within living memory</p> <p>Transport</p> <p>Concepts: Change</p>	<p>The lives of Significant individuals of the past who have contributed to national and international achievements</p> <p>Mary Seacole and Florence Nightingale</p> <p>Concepts: Significance Similarities and difference</p>	<p>Significant historical events, people and places in their own locality</p> <p>Stafford Castle</p> <p>Concepts: Significance Legacy</p>

<p>3 and 4</p> <p>Key Stage 2</p>	<p>A</p>	<p>The Roman Empire and its impact on Britain</p> <p>The Romans</p> <p>Concepts: Significance Cause and Consequence</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Anglo Saxons & Scots</p> <p>Concepts: Cause and Consequence Chronology</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Vikings & Anglo Saxons</p> <p>Concepts: Change and continuity Significance</p>
<p>3 and 4</p> <p>Key Stage 2</p>	<p>B</p>	<p>The achievements of the earliest civilizations</p> <p>The Indus Valley Civilization</p> <p>Concepts: Significance Similarities and difference</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Stone Age to Iron Age</p> <p>Concepts: Significance Chronology Change</p>	<p>A Local History Study</p> <p>Pottery Industry</p> <p>Concepts: Change Significance</p>

The concept of 'Chronology' is taught in every unit.

Historical Enquiry - Historical enquiry will allow children to develop their understanding of historical enquiry by asking and framing questions; undertaking research; making judgements and effectively communicating answers.

Interpreting ideas - Every image, object, building, written source and landscape is a piece of evidence that can help us understand the past. Analysing this kind of evidence is called interpreting.

History in the Early Years - Understanding of The World Development

By the end of Reception we will have learnt how to:

- Spend time talking about photos' of our families and memories we have.
- About important people from the past and link this to stories about bravery and kindness.
- Reflect on Remembrance Sunday and begin to understand why this is important to people.
- **These early skills prepare the children so that in KS1 they can:**
- Explore significant individuals from the past; e.g. Samuel Peyps and Queen Victoria.
- Discuss how and why we remember important events from the past.
- Discuss the impact of important events from the past have had on the way we live today.