

History Overview

Breadth of Study

History EYFS and National Curriculum

	Autumn	Spring	Summer
EYFS	<p>National curriculum (EYFS) Understanding the world: People and Communities - Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>National curriculum (EYFS) Understanding the world: People and Communities - They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>National curriculum (EYFS) Understanding the world: The World - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
	<p>Co-ordinator expectations: Use historical phrases when discussing their lives, experiences and what they know about the past - put life events in order.</p> <p>Discuss nursery life and how it differs from reception. Talk about the things they did as a baby and the things that they are able to do now. Create a board display about an important moment in their life, such as a birthdays</p>	<p>Co-ordinator expectations Look at what the children are wearing, talk about the similarities and differences. Look at what children wore to school in the past. Allow chn to try on clothes from different eras, record their comments.</p> <p>Encourage the children to show interest in different occupations and ways of life. Look at how jobs have changed over time. Look at technology, old and new phones, televisions. Compare.</p>	<p>Co-ordinator expectations Use historical phrases when discussing their lives and what they know about the past.</p> <p>Look at different types of transport. Explore the similarities and differences of now and then.</p> <p>Allow the children to play with past and present toys/objects, record their observations, and question their understanding.</p> <p>Read stories, such as traditional tales from a range of time periods.</p>
	<p>Resources:</p>	<p>Resources: Occupation books - The Doctor - The Teacher - The Vet - The Fire fighter</p>	<p>Resources: Box of old toys Traditional tales books</p>
	<p>Suggested Visit:</p>	<p>Suggested Visit:</p>	<p>Suggested Visit: Museum of Childhood Bethnal Green</p>
Year 1	Autumn	Spring	Summer

<p>National curriculum Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none"> • History of themselves • History of their family • Relationships between family • Chronology • Timelines • Past and present - big televisions, huge video recorders, vinyl records, telephone 	<p>National curriculum Significant historical events, people and places in their own locality.</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 has Forest Gate changed? 	<p>National curriculum Events beyond living memory that are significant nationally or globally -</p> <p>The Great Fire of London. The lives of significant individuals in the past who have contributed to national and international achievements - Samuel Pepys</p>  <p>http://www.fireoflondon.org.uk/browse-the-collection/</p>
<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...)</p> <ul style="list-style-type: none"> • Make comparisons between two periods of time. • Understanding a timeline. • Knowledge of the word chronology • To use terms like: old, new and a long time ago 	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...) To create a timeline to order past and present buildings in Forest Gate.</p> <p>Look at how building styles have changed in Newham over time and use questioning to explore the reasons why. Use images and video clips including real-life experiences to explore the change over time and what this could have been caused by - war/homelessness.</p>	<p>Co-ordinator expectations Put events in order (chronology) and use historical phrases (in the past...) To investigate the events of the Great Fire of London and produce a timeline.</p> <p>Look at how the Great Fire is represented through images and ask questions about the past - why/how etc?</p> <p>Explore the role of Samuel Pepys and to create a fact-file examining why he is important to our understanding.</p> <p>Question the Plague's effect on Britain and compare this to the Great Fire of London.</p> <p>Using a timeline, comparing now and then, investigate the history of the Olympics.</p>
<p>Resources: Box of old toys Blank timelines</p>	<p>Resources: Newham in the past Photos of local houses Blank timelines</p>	<p>Resources: Blank timelines</p>
<p>Suggested Visit: Museum of Childhood Bethnal Green Pollock toy museum</p>	<p>Suggested Visit: Local environment - Forest Gate High Street</p>	<p>Suggested Visit: Museum of London Visit to the Olympic park</p>
<p>Y e a</p> <p style="text-align: center;">Autumn</p>	<p style="text-align: center;">Spring</p>	<p style="text-align: center;">Summer</p>

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National curriculum
The lives of significant individuals in the past who have contributed to national and international achievements - Neil Armstrong Nelson Mandela, Mo Farah, Florence Nightingale, Tim Berners-Lee, Rosa Parks, Emily Davison



National curriculum
 • **Significant historical** events, **people** and **places** in their own locality - delving into the British Monarchs and researching the lives of Henry VIII, Queen Elizabeth I, Queen Victoria, George VI



National curriculum
 Changes **within living memory**. Researching Key National and International Events, such as 7/7 bombings, 9/11, London 2012, Blitz, Moon Landings, Barack Obama (First Black President), Apartheid.



Co-ordinator expectations
 Put events in order (**chronology**), create a timeline of famous people. Use historical phrases (in the past...)

Create a fact file on a famous person. Look at their work. Analyse their achievements and question how this has changed history. Compare two famous people and debate their accomplishments.

Space exploration - the importance of Neil Armstrong in space exploration and how this could change the way we live in the future.

Co-ordinator expectations
 Put events in order (**chronology**) and use historical phrases (in the past...). Sequencing the British Monarchs.

Explore the present Monarch Queen Elizabeth II and the impact she has had on Britain. Research the life of a famous Briton from the past Henry VIII, Queen Elizabeth I, Queen Victoria, George VI. Reflect on each Monarch and compare their accomplishments. Who had the greatest impact and why?

Co-ordinator expectations
 Put events in order (**chronology**) and use historical phrases (in the past...)

To compare New York before and after 9/11. To understand the importance of Barrack Obama's appointment as president of the United States. To compare George Washington and Barrack Obama and the impact they had on their country.

To learn and question why Britain celebrates Guy Fawkes day.

Analyse the importance of the Moon Landing. Discuss the impact this made on the world.

Focusing on World War II in the local area, study an individual event in depth. Explore what happened to the evacuees.

Resources:
 Books on
 - Nelson Mandela
 - Rosa Parks
 - Neil Armstrong

Resources:
 Blank timelines

Resources:
 Blank timelines

Suggested Visit:
 Florence Nightingale Museum

Suggested Visit:
 Visit: The Ragged School Museum
 The Pumping Station
 Docklands Museum
 Tower of London

Suggested Visit:
 War Museum London
 British Museum

