

**Charlwood Village Primary School History Overview for Year A**

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS** | **Topic: 3,2,1** **Blast off!****Space who went to the moon?****What could you do as a baby?****Skills:****What does now mean?****What does a long time ago mean?** | **Topic: Let’s All Celebrate.****What happened a very long time ago?****The Nativity.****Skills:****That things happened before they were born.** | **Topic:**  | **Topic: Stomp, chomp big roars. Here come the dinosaurs.****Skills: What does extinct mean?****Dinosaurs lived a very long time ago.****Enhancement day – Dinosaur Workshop** | **Topic:**  | **Topic: Under the Sea****Creatures that live under the sea.****What did the seaside use to look like?****Skills: That places change over time.**  |
| **Year 1/2** | **Topic: The Great Fire of London &****Armistice Day****Skills –** **Areas of Study****Events beyond living memory that are significant nationally and globally.****Chronological Understanding****Understand the difference between things that happened in the past and the present.****Order a set of events or objects.****Historical Interpretation****Look at books, videos, photographs, pictures and artefacts to find out about the past.** | **Topic: Toys and Teddy Bears****Skills –** **Historical Interpretation****Look at books, videos, photographs, pictures and artefacts to find out about the past.****Chronological Understanding****Understand the difference between things that happened in the past and the present.****Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.****Organisation and Communication****Sort events or objects into groups (i.e. then and now).****Use timelines to order events or objects.** | **Topic: To infinity and beyond – Neil Armstrong and Tim Peak****Skills –****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.****Knowledge and Understanding of Events, People and Changes in the Past****Recall some facts about people/events before living memory.****Say why people may have acted the way they did.** | **Topic: Transportation****Cars & Trains****Skills –** **Areas of Study****Events beyond living memory that are significant nationally and globally.****Chronological Understanding****Understand the difference between things that happened in the past and the present.****Knowledge and Understanding of Events, People and Changes in the Past****Recall some facts about people/events before living memory** | **Topic: Flying High** **First aeroplane built****Gatwick Airport****Skills –** **Areas of Study****Events beyond living memory that are significant nationally and globally.****Chronological Understanding****Understand the difference between things that happened in the past and the present.****Knowledge and Understanding of Events, People and Changes in the Past****Recall some facts about people/events before living memory.****Say why people may have acted the way they did.****Historical Interpretation****Look at books, videos, photographs, pictures and artefacts to find out about the past.****Organisation and Communication****Sort events or objects into groups (i.e. then and now).****Use timelines to order events or objects.****Tell stories about the past.****Talk, write and draw about things from the past.** |
| **Year 3/4** | **Topic: Ancient Egypt****Skills:** **Describe how people lived in Ancient Egypt/food/jobs/faith/building etc.****How do we know about the Ancient Egyptians? Tutankhamun etc.** | **Topic:**  | **Topic:**  | **Topic:**  | **Topic: Stone Age****Skills:****Ask questions about the past e.g How did people survive?****Examine artefacts.****How did the lives of people change with technology?****Stone/Bronze/Iron** |
| **Year 5/6** | **Topic: Keep the home fires burning.****Skills – Local history*** **A study of an aspect of history or a site date from a period beyond 1066 that is significant in the locality.**
* **A significant turning point in British history e.g. the battle of Britain.**
 | **Topic: Evolution & Inheritance – Discovery and exploration****Skills – Famous figures in history associated with exploration e.g Shackleton and discovery e.g Darwin.** | **Topic: Ancient Greece****Skills – A study of Greek life and achievements and their influence on the western world.*** **Achievements of early civilisations.**
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**Charlwood Village Primary School History Overview for Year B**

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **EYFS****Repeat of** **Year A** | **Topic: 3,2,1** **Blast off!****Space who went to the moon?****What could you do as a baby?****Skills:****What does now mean?****What does a long time ago mean?** | **Topic: Let’s All Celebrate.****What happened a very long time ago?****The Nativity.****Skills:****That things happened before they were born.** | **Topic:**  | **Topic: Stomp, chomp big roars. Here come the dinosaurs.****Skills: What does extinct mean?****Dinosaurs lived a very long time ago.****Enhancement day – Dinosaur Workshop** | **Topic:**  | **Topic: Under the Sea****Creatures that live under the sea.****What did the seaside use to look like?****Skills: That places change over time.**  |
| **Year 1/2** | **Topic: Guy Fawkes and the Gun Powder Plot****Skills –****Areas of Study****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.****Organisation and Communication****Use timelines to order events or objects.****Tell stories about the past.****Talk, write and draw about things from the past.****Chronological Understanding****Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.** | **Black History Month****Mary Seacole** **Topic: Florence Nightingale and Mary Seacole** **Skills –** **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.****Knowledge and Understanding of Events, People and Changes in the Past****Recall some facts about people/events before living memory.****Say why people may have acted the way they did.** | **Topic: Australia – Colonies and Aboriginals People****Skills –****Areas of Study****Events beyond living memory that are significant nationally and globally.****Chronological Understanding****Use a timeline to place important events.****Knowledge and Understanding of Events, People and Changes in the Past****Recall some facts about people/events before living memory.****Say why people may have acted the way they did.****Historical Interpretation****Look at books, videos, photographs, pictures and artefacts to find out about the past.****Historical Enquiry****Identify different ways in which the past is represented.****Explore events, look at pictures and ask questions i.e. ‘Which things are old and which are new?’ or ‘What were people doing?’****Look at objects from the past and ask questions i.e. ‘What were they used for?’ and try to answer.** | **Topic: Tudors Kings & Queens****Tudor houses locally in Charlwood.****Skills –** **Chronological Understanding****Order a set of events or objects.****Use a timeline to place important events.****Areas of Study****Events beyond living memory that are significant nationally and globally.****Historical Interpretation****Look at books, videos, photographs, pictures** |
| **Year 3/4** | **Topic: Roman Britain****Skills:** **Chronology – Placing events in order.****To understand why Romans invaded Britain.****Identify benefits for Britain.****Look at evidence.****Enhancement day – To visit a Roman villa.** | **Topic:**  | **Topic:**  | **Topic:**  | **Topic: Vikings/****Anglo-Saxons****Skills:****Identify causes and consequences of main events.****Use various sources as a basis for research into Viking lives.****Interpretation – Were the Vikings invaders or settlers?** |
| **Year 5/6** | **Topic: Victorians** | **Topic: South America** | **Topic: Space** |