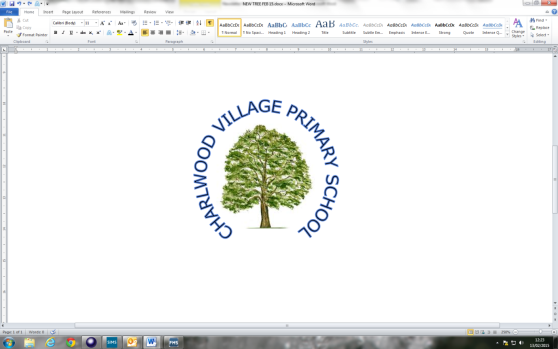


**Charlwood Village Primary School History Overview for Year A**

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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.** | |



**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** | |