



Oakley Cross Primary School & Nursery

History Overview EYFS/KS1

Whole School Learning Theme	How did people in the past shape our world today?		
Curriculum Drivers	Literacy, Respect, Aspiration, Wellbeing		
	EYFS	Year 1	Year 2
AUTUMN TERM	<p>How have I changed? Yesterday/today/tomorrow</p>	<p>Changes within Living Memory How has the life of child changed?</p>	<p>Events beyond Living memory Why did London burn? Great Fire of London</p>
SPRING TERM	<p>What is old and what is new? toys/transport/homes Toy museum</p>	<p>Lives of Significant Individuals Who made history? The Railway King - George Stephenson Locomotion visit</p>	<p>Significant historical people and places Who explored the world? Explorers: Cook, Armstrong, Scott Hartlepool Maritime</p>
SUMMER TERM	<p>Events beyond living memory What was life like before I was born? Lives of parents and grandparents Grandparents visiting</p>	<p>Events beyond living memory Who ruled Britain? Kings, Queens and Castles Norman lady visitor Castle visit</p>	<p>Changes within Living Memory How have holidays changed? Seaside - Saltburn</p>



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History Overview KS2 -Year A

Whole School Learning Theme	How did people in the past shape our world today?		
Curriculum Drivers	Literacy, Respect, Aspiration, Wellbeing		
	Year 3 & 4	Year 4 & 5	Year 5 & 6
AUTUMN TERM	<p>Changes in Britain Who were Britain's first builders? Stone Age to Iron Age</p>	<p>Changes in Britain Did the Roman's build more than just a wall? Visit to Roman fort (various)</p>	<p>A Study beyond 1066 How did World War 2 change our country? Evacuee day</p>
SPRING TERM	<p>Earliest Civilizations Why did the Ancient Egyptians build the pyramids? Oriental Museum - Durham</p>	<p>Contrasting non-European society Who was making history in faraway places around the year 1000? Benin</p>	<p>Local History Study How did Norman Cornish capture local history? Cornish trail - Spennymoor</p>
SUMMER TERM	<p>Local History How did railways help connect a country? Locomotion visit</p>	<p>Ancient Greece How have the Greeks shaped my world? Women from the past visitor - Greek woman</p>	<p>Aspect or theme since 1066 What has changed since the Romans left?</p>



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History Overview KS2 - Year B

Whole School Learning Theme	How did people in the past shape our world today?		
Curriculum Drivers	Literacy, Respect, Aspiration, Wellbeing		
	Year 3 & 4	Year 4 & 5	Year 5 & 6
AUTUMN TERM	<p>Local History How has life changed in West Auckland? Explore West Auckland</p>	<p>Changes in Britain What happened after the Romans left? Anglo Saxons</p>	<p>Local History Study How have our towns and villages changed? Beamish visit</p>
SPRING TERM	<p>Earliest Civilizations Why did we learn from China? Shang Dynasty Oriental Museum - Durham</p>	<p>Contrasting - Non-European Society Who was making history in faraway places around the year 1000? Mayans</p>	<p>Aspect or theme since 1066 What has happened in Britain since 1945?</p>
SUMMER TERM	<p>Local History How did mining fuel our country? Mining museum</p>	<p>Changes in Britain Did the Vikings destroy or build? Jorvik / Danelaw village</p>	<p>Aspect or theme since 1066 How has the monarchy changed over time?</p>

	Year 1 & 2	Year 3 & 4	Year 4 & 5	Year 5 & 6
<ul style="list-style-type: none"> Key skills 	<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Building an overview of World history</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understanding chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Recount changes that have occurred in their own lives. Use dates where appropriate. <p>Communicating historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. <p>Building an overview of World history</p> <ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understanding chronology</p> <ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. <p>Communicating historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 		<p>Investigating and interpreting the past</p> <ul style="list-style-type: none"> Use sources to deduce information about the past. Select sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand its social context. Understand that no single source of evidence gives the full answer to questions about the past. <p>Building an overview of World history</p> <ul style="list-style-type: none"> Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe features of the past (ideas, beliefs, attitudes and experiences of men, women and children). <p>Understanding chronology</p> <ul style="list-style-type: none"> Describe the main changes in a period of history (using terms: social, religious, political, technological & cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, with evidence, on a time line. Use dates and terms accurately in describing events. <p>Communicating historically</p> <ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change, chronology, continuity, change, century, decade and legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.