



## History Overview

At Four Oaks, we recognise the importance of a progressive curriculum which builds over time from EYFS to Year 6. For further details of the Education Programmes at EYFS and KS1 and KS2, please see the Statutory Framework for the Early Years Foundation Stage 2021 and the National Curriculum for Key Stage 1 and 2, 2014.

Year Group	AUTUMN	SPRING	SUMMER
<b>Nursery</b>	<p align="center"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Begin to make sense of their own life-story and family's history. <i>Opportunities for learning may include: spending time with children talking about photos and memories. Encouraging children to retell what their parents told them about their life-story and family.</i></li> </ul>		
<b>Reception</b>	<p align="center"><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past. <i>Opportunities for learning may include: children beginning to organise events using basic chronology, recognising that things happened before they were born.</i></li> <li>Compare and contrast characters from stories, including figures from the past. <i>Opportunities for learning may include: Frequently sharing texts, images, and telling oral stories that help children begin to develop an understanding of the past and present.</i></li> </ul>		
<b>ELG</b>	<p align="center"><b>Understanding the World- Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
<b>EYFS Reception</b>	<p align="center">Autumn 1 <b><u>Daily concept of time</u></b></p> <p>To know daily concept of time. To know the daily routine in Reception and be able to discuss this using language of now, next, then and first.</p> <p align="center">Autumn 2 <b><u>Weekly and Monthly concept of time</u></b></p> <p>To know weekly/monthly concept of time. To know that the year is made of different months and say the current month we are in. Children can use the calendar and visuals to count down to special days and discuss events that have already happened.</p>	<p align="center">Spring 1 <b><u>Timelines- children's life</u></b></p> <p>To know that a timeline is putting things into an order. To know that we change as we grow up and can link this to the past.</p> <p align="center">Spring 2 <b><u>Living memory- old and new focus on phones</u></b> <i>(ordering three things chronologically)</i></p> <p>To know what is meant by the past and be able to discuss what things in living memory have changed or stayed the same. To know and identify objects that are new and old and how to order them chronologically (phones).</p>	<p align="center">Summer 1 <b><u>Past and Present- how things have changed</u></b> <i>(washing clothes, paying for items, favourites games)</i></p> <p>To know some familiar adults in their lives have different experiences to them when growing up e.g. paying for items, technology, clothes and household items. To understand the reason these things have changed to make things easier for us. To find similarities and differences.</p> <p align="center">Summer 2 <b><u>Reception year timeline</u></b></p> <p>To know that the past is something that has already happened. To be able to talk about what they could do when they started in Reception and what they can do. To be able to create a timeline of key events from this year</p>

<b>YEAR 1</b>	<p>Autumn 1: <b><u>Changes to Toys</u></b></p> <p>Changes within living memory</p>	<p>Spring 1: <b><u>Nurturing Nurses</u></b></p> <p>The lives of significant individuals. Compare the aspects of life during different periods.</p>	<p>Summer 1: <b><u>Great Explorers</u></b></p> <p>The lives of significant individuals. Compare the aspects of life during different periods</p>
<b>YEAR 2</b>	<p>Autumn 2: <b><u>Kings and Queens</u></b></p> <p>Awareness of the past and significant individuals through timelines and comparisons between various periods in history</p>	<p>Spring 2: <b><u>Great Fire of London</u></b></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p>Summer 2: <b><u>The Beatles</u></b> <i>A local history study</i></p> <p>Significant historical events, people and places in their own locality.</p>
<b>YEAR 3</b>	<p>Autumn 1: <b><u>Stone Age to Iron Age</u></b></p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>Spring 1: <b><u>Achievements of the earliest civilisations</u></b></p> <p>An overview of where and when the first civilisations appeared</p>	<p>Summer 1: <b><u>Ancient Egypt</u></b></p> <p>Achievements of the earliest civilizations – in-depth study</p>
<b>YEAR 4</b>	<p>Autumn 1: <b><u>Ancient Greece</u></b></p> <p>Greek life and achievements and their influence on the western world.</p>	<p>Spring 1: <b><u>Roman Empire and its impact on Britain</u></b></p> <p>The impact of the Roman Empire on Britain</p>	<p>Summer 1: <b><u>Anglo Saxons</u></b></p> <p>Britain's settlement by Anglo Saxons and Scots.</p>
<b>YEAR 5</b>	<p>Autumn 1: <b><u>Liverpool Docks</u></b> <i>A local history study</i></p> <p>Significant historical events, people and places in their own locality.</p>	<p>Spring 1: <b><u>Vikings</u></b></p> <p>The Viking struggle for the Kingdom of England.</p>	<p>Summer 1: <b><u>Mayan Civilisation</u></b></p> <p>A non-European society that provides contrast with British history</p>
<b>YEAR 6</b>	<p>Autumn 1: <b><u>World War Two</u></b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Spring 1: <b><u>World War Two</u></b> <i>A local history study</i></p> <p>A study over time tracing how several aspects of national history are reflected in the locality.</p>	<p>Summer 1: <b><u>Books Through Time</u></b> Chronological Unit</p> <p>Chronological understanding and links between the past and the present status of books in society Key historical skills and processes through an enquiry approach</p>