



Newberries Primary School – History Overview



Foundation Stage

Year R

Autumn

How have I changed since I was a baby?

Communication and Language

- How have I changed since I was a baby?
- Reading Opportunity past events - *When I was Little Like You.*

People and Communities

- What did our parents look like when they were babies?

Skills

- Question why things happen and begin to give explanations.
- Shows interest in the lives of people who are familiar with them.
- Children talk about past and present events in their own lives and the lives of family members.

Spring

Why do we wear different clothes at different times of the year?

Communication and Language

- What clothes do we wear in Spring, Summer, Autumn, Winter?
- What clothes do we wear during the day? Eg – Pyjamas, school uniform, P.E. kit.

People and Communities

- Do we wear special clothes for family/religious events?

Skills

- Use everyday language related to time.
- Children answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Develop idea of changes over time. – eg. The seasons, growth, decay.

Summer

What are our favourite celebrations each year?

Communication and Language

- When are our Birthdays?

People and Communities

- Which celebrations do we enjoy in our setting?
- Which festivals do we enjoy celebrating with our families?

Skills

- Remembers and talks about significant events in their own lives.
- Enjoys joining in with family customs and routines.
- Recognise or describe special times or events for family or friends.
- Extend vocab with use of historical words, exploring meaning and sounds of new words - eg. Past, present.

KS1			
Year 1	Autumn	Spring	Summer
	Weather and Seasons <ul style="list-style-type: none"> • Sequence key events in their lives. • Compare adults talking about the past – how reliable are their memories? • Communicate knowledge through drawing pictures. 	Toys then and Now <ul style="list-style-type: none"> • Recognise the difference between past and present. • Match objects to people of different ages • Compare artefacts from distinctly different periods of time. • Communicate knowledge through discussion and making models. • Use a source – observe/ handle sources to make basic observations. 	The United Kingdom – Travel and Transport <ul style="list-style-type: none"> • Find answers to simple questions about the past. • Use stories to encourage children to distinguish between fact or fiction. • Recount key events from stories about the past. • Compare pictures/ photographs of people or events in the past.
Year 2	Autumn	Spring	Summer
	Explorers and Adventurers <ul style="list-style-type: none"> • Sequence photographs from different periods. • Recognise why people did things and what happened as a result. • Compare pictures/photos of people/ events in the past. • Discuss basic reliability of stories. 	All around the World <ul style="list-style-type: none"> • Sequence photographs or mementos from different periods of their lives. • Describe memories of key events in their lives. • Compare 2 versions of a past event. 	Castles <ul style="list-style-type: none"> • Sequence artefacts closer together in time. • Identify differences between ways of life at different times. • Use a source – observe or handle sources to answer questions about the past based on simple observations. • Communicate knowledge through discussion and drawing pictures.

KS2			
Year 3	Autumn	Spring	Summer
	Stone Age and Iron Age <ul style="list-style-type: none"> Place time studied on a timeline. Find out about everyday lives of people in time studied. Compare with our life today. Look at representations of the period – eg. Museums, archaeological finds. Observe small details in artefacts and pictures. Use library/internet for research. 	Mountains and Volcanoes <ul style="list-style-type: none"> Look at and discuss representations of mountains and volcanoes in different periods. Communicate knowledge through discussion and making models. Select and record information relevant to the study. 	The Roman Empire and its Impact on Britain <ul style="list-style-type: none"> Sequence several artefacts. Look at representations of the period and explain what this tells us about the past. Identify reasons for and results of people's actions. Use a range of sources to find out about the period. Distinguish between different sources - Compare different versions of the same story.
Year 4	Autumn	Spring	Summer
	Rivers and Rainforests <ul style="list-style-type: none"> Identify links and effects resulting from events in the past. Use evidence to build up a picture of a past event. Use a variety of different material for research purposes. 	Ancient Greece <ul style="list-style-type: none"> Place different events from time studied on a timeline. Look for links/effects and impacts in time studied. Use relevant material to understand one aspect of life in time past. Investigate sources of evidence and explain how this gives us information about the past. Use evidence to reconstruct life in time studied. Use text books and historical knowledge to build up a picture of different civilisations. 	Anglo-Saxons <ul style="list-style-type: none"> Understand more complex terms (BC/AD) Use terms related to the period of time – eg. Date events/century Identify key features and events in time studied. Offer reasonable explanations for some events. Begin to evaluate usefulness of different sources. Use evidence to build up a picture of an event in time.

Year 5	Autumn	Spring	Summer
	Egypt <ul style="list-style-type: none"> • Compare life in early and late times studied. • Study different aspects of people – differences between the roles men and women in the past. • Use sources of evidence (Eg. Artefacts, photos) to build up a picture of a past event. • Use a range of sources to gain a greater understanding of the period. • Begin to identify primary and secondary sources. 	Vikings - <ul style="list-style-type: none"> • Know and sequence key events. • Use relevant terms and period labels for different times in history. • Compare aspects of life in different periods and make comparisons between different times in the past. • Study aspects of different people. • Compare accounts of events from different sources – reliability. 	Extreme Weather Around the World - <ul style="list-style-type: none"> • Offer reasons for different versions of events. • Examine cause and results of great events and impact on people. • Use the library and internet for research with increasing confidence, selecting relevant sections of info.
Year 6	Autumn	Spring	Summer
	Impact of WW2 on Britain. <ul style="list-style-type: none"> • Sequence up to 10 events on a timeline. • Show key dates/characters/events of time studied. • Find out about beliefs/behaviours of people, recognising that not everyone shares the same views/feelings. • Recognise primary and secondary sources and take that into account when interpreting. • Link sources together to help make conclusions. • Consider ways of checking the accuracy of interpretations – reliability/opinions. 	Extreme Earth - Titanic <ul style="list-style-type: none"> • Be aware that different evidence will lead to different conclusions. • Compare responses to natural disasters at different times in history. • Confidently use a range of tools for research, filtering out irrelevant material – eg text books, internet. 	Mayan civilization c. AD 900 <ul style="list-style-type: none"> • Use relevant dates and terms. • Write an explanation of a past event, describing its causes and effects using evidence to support. • Find out about beliefs/behaviours of people from different periods • Bring knowledge gathered from several sources together. • Suggest reasons for omitted knowledge and the means of finding out.