

# HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

## HISTORY OVERVIEW

### EYFS TO YEAR 2

|   | Reception  | Year 1   | Year 2 |
|---|--|--|--------|
|   | <b>Children are taught to:</b>   |  |        |
| <p><b>Development Matters Understanding the World - children in Reception will be learning to</b></p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Talks about past and present events in their own life and in the lives of family members</p> <p><b>Statutory ELG: Past and Present</b> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters</p> | <p>Place events and artefacts in order on a timeline. Label with <b><i>past, present, older and newer.</i></b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the <b><i>earliest times</i></b> to the <b><i>present day.</i></b></p> <p>Observe or handle evidence to ask questions and find answers about the past. Use toys and fossils as artefacts to draw conclusions about the past.</p> <p>Identify some different ways in which the past has been represented, use pictures and artefacts to draw conclusions.</p> <p>Use local sites as sources of evidence about peoples' lives in the past- Radstock Pit.</p> <p>Write about the changes that have happened since they were born.</p> | <p>Know about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality including Brunel.</p> <p>Events beyond living memory that are significant nationally or globally [ events commemorated through festivals or anniversaries]</p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been <b><i>influenced</i></b> by the wider world.</p> <p>Use primary and secondary sources to offer suggestions on the main causes and consequences of events- Fire of London.<br/>Communicating historically, how did the fire spread so quickly? Who was to blame? How did it change London?<br/>Communicating- letter, diary entry and news report after the fire.</p> |        |

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|  | and events encountered in books read in class and storytelling  |  | Communicating historically- who was the most influential Victorian and why?<br>Communicating historically Why do we remember World War 1?  |
|  | <b>Vocabulary</b>   |  |  |
|  | <i>Days of the week, yesterday, today and tomorrow, long ago, in the past, light, dark, old, young, before and after.</i> | <i>A long time ago, centuries, when my parents were young, years, history, prehistory, represent, recent, year decade.</i> | <i>A long time ago, recently, years, decades, centuries, era Victorians, Stuarts, centuries, BC/AD, nation, civilisation, monarchy, Stuarts, Kingdom, source, witness, eyewitness, primary, secondary source, cause, consequence, significant, influenced, timeline, chronology, engineer, achievement, transport, architecture.</i> |