



St Anne's Church of England Primary School –History Curriculum Overview.

	Autumn	Spring			Summer	
EYFS						
<u>Nursery</u>	<u>All About Me</u>	<u>Traditional Tales</u>	<u>People Who Help Us</u>	<u>Amazing Animals</u>	<u>Living Things</u>	<u>Under the Sea</u>
<p>(Development Matters Statements for children aged 3-4)</p> <p>(These themes may be adapted at various points to allow for children's interests to flow through the provision)</p>	<p>My family</p> <p>My senses</p> <p>My body</p> <p>Things I like/don't like</p> <p>How I have changed</p> <p>Things I can do</p>	<p>Goldilocks & the Three Bears</p> <p>A New Chair for Baby Bear</p> <p>Little Red Riding Hood</p> <p>Billy Goats Gruff</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p>	<p>Doctors Vets</p> <p>Hospital</p> <p>Firefighters</p> <p>Teachers</p> <p>Lollypop person</p>	<p>Zoo animals</p> <p>Jungle animals</p> <p>Pets</p> <p>Habitats</p> <p>Farm animals</p> <p>Dinosaurs</p>	<p>The Hungry Caterpillar Lifecycles</p> <p>Minibeasts</p> <p>Sunflowers Plants</p> <p>Living Eggs</p> <p>Jack and the Beanstalk</p>	<p>Marine animals</p> <p>Sea creatures</p> <p>The Beach</p> <p>Seaside</p> <p>Shells</p> <p>Sharks</p>
<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 						
<u>Reception</u>	<u>My Family and Me</u>	<u>Sparkle and Shine</u>	<u>Hot and Cold</u>	<u>Superheroes</u>	<u>Amazing Outdoors</u>	<u>Where are we going?</u>
<p>(Early Learning Goals)</p> <p>(These themes may be adapted at various points to allow for children's interests to flow through the provision)</p>	<p>Starting school</p> <p>My new class</p> <p>My family</p> <p>People who help us</p> <p>Staying healthy</p> <p>Food</p> <p>Human body</p> <p>Growing and changing</p>	<p>Celebrations (birthdays, Christmas)</p> <p>Festivals (harvest, Diwali)</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Christmas</p> <p>Christmas Nativity</p>	<p>Animals around the world</p> <p>Climates / Hibernation</p> <p>Hot and cold around the world</p> <p>Animal Arts and crafts</p> <p>Night and day animals</p>	<p>People who help us</p> <p>Ourselves as superheroes</p> <p>Emergency services</p> <p>Local superheroes (who lives is in our town)</p> <p>Celebrity heroes</p> <p>What we want to be when we grow up.</p>	<p>Lifecycles</p> <p>Minibeasts</p> <p>Planting</p> <p>Forest School</p>	<p>Journey to school</p> <p>Holidays</p> <p>Days out in the summer</p> <p>Comparing holidays now and then</p> <p>Pirates</p> <p>Seaside</p> <p>Moving into Year 1</p>

		Animal patterns David Attenborough	Royal Family	
<p>ELG: Past and Present</p> <p>-Talk about the lives of the people around them and their roles in society.</p> <p>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>				
National Curriculum				
Units of Work- to be taught across the year				
<u>Year 1</u>	<u>Fire! Fire! The Great Fire of London</u>	<u>Family Album- Past and Present</u>	<u>Significant Individuals</u>	
	<i>NC Links: events beyond living memory that are significant nationally or globally.</i>	<i>NC Links: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i>	<i>NC Links: 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.</i>	
<u>Year 2</u>	<u>Fighting Fit- Our School Past and Present</u>	<u>Explorers</u>	<u>Buckets and Spades- Seaside</u>	
	<i>NC Links: significant historical events, people and places in their own locality.</i>	<i>NC Links: 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.</i>	<i>NC Links: changes within living memory. Significant historical places in their own locality.</i>	
<u>Year 3</u>	<u>Rock and Roll- The Stone Age</u>	<u>Faster Higher and Stronger- Ancient Greece</u>	<u>What Did the Romans Do for Us?- Roman</u>	
	<i>NC Links: changes in Britain from the Stone Age to the Iron Age.</i>	<i>NC Links: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</i>	<i>NC Links: the Roman Empire and its impact on Britain.</i>	
<u>Year 4</u>	<u>Hunted- Ancient Egypt</u>	<u>Expecto Patronum- Ancient Egypt</u>	<u>Settlement- Britain’s Anglo Saxons and Scots</u>	
	<i>NC Links: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient</i>	<i>NC Links: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient</i>	<i>NC Links: Britain’s settlement by Anglo-Saxons and Scots.</i>	

	<i>Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i>	<i>Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</i>	
<u>Year 5</u>	<p><u>Earthlings- Anglo-Saxons Struggle for the Kingdom</u></p> <p><i>NC Links: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</i></p>	<p><u>Super Sleuth- Vikings</u></p> <p><i>NC Links: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i></p>	<p><u>Mysterious Mayans- Mayans</u></p> <p><i>NC Links: a non-European society that provides contrasts with British history – Mayan civilization c. AD 900.</i></p>
<u>Year 6</u>	<p><u>Northern Lights- World War 2</u></p> <p><i>NC Links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the Battle of Britain.</i></p>	<p><u>Crime and Punishment</u></p> <p><i>NC Links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.</i></p>	<p><u>Seaside</u></p> <p><i>NC Links: a local history study.</i></p>