



Streetsbrook Infant & Early Years Academy

History Curriculum Overview

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Nursery/Childcare	All about me Model key vocabulary e.g. today, now, next, then, yesterday, last week, weekend, last year, (see Progression document) Begin to understand the past through a range of topic themed books and stories Introduce children to their own personal timeline & begin to sequence events, thinking about how they have grown and changed over time from a baby to a child. Begin to sequence days of the week Compare yesterday and last week to the present day and next day. Exploring artefacts - Teddy Bears (Goldilocks link) begin to recognise similarities and differences between things in the past and now	This is Us! Model key vocabulary e.g. today, now, next, then, yesterday, last week, weekend, last year, (see Progression document) Begin to understand the past through a range of topic themed books and stories Look at Poppies, introduce the Poppy as a symbol of remembrance. Begin to think about what we are remembering and why. Explore Autumn, observe changes, compare past/ present begin to predict future change	Heroes Model key vocabulary e.g. today, now, next, then, yesterday, last week, weekend, last year, (see Progression document) Begin to understand the past through a range of topic themed books and stories Continue to explore seasonal change, compare past/ present and begin to predict future change Use vocabulary of time in discussions related to their own family experiences and celebrations	Roll up! Roll up! Model key vocabulary e.g. today, now, next, then, yesterday, last week, weekend, last year, (see Progression document) Begin to understand the past through a range of topic themed books and stories Continue to explore seasonal change, compare past/ present and begin to predict future change Use vocabulary of time in discussions related to their own lives and those of others with a focus on Spring celebrations, including Easter What is a circus? How has the circus changed over time? Begin to recognise similarities and differences between things in the past and now Observe change over time as plants grow.	All things bright and beautiful Model key vocabulary e.g. today, now, next, then, yesterday, last week, weekend, last year, (see Progression document) Begin to understand the past through a range of topic themed books and stories Continue to explore seasonal change, compare past/ present and begin to predict future change Use vocabulary of time in discussions related to their own lives and those of others with a focus on days out and holidays.	Zoom, zoom, zoom Model key vocabulary e.g. today, now, next, then, yesterday, last week, weekend, last year, (see Progression document) Begin to understand the past through a range of topic themed books and stories Continue to explore seasonal change, compare past/ present and begin to predict future change Transport – How has transport changed over time? Begin to recognise similarities and differences between things in the past and now Use vocabulary of time in discussions related to their own lives and those of others with a focus on their Nursery year and transition to Reception. What can you remember about your year in Nursery? What are your favourite memories of Nursery ? What can we use to help us remember? Personal timeline continued – How have we changed? What will happen next?

Reception	Where the Wild Things Are	Around the World	Inside Out, Upside Down!	Toy Story	Once Upon a Time	Moving On Up
	Use vocabulary of time in discussions related to their own lives and those of others, link with daily 'calendar' sessions (see Progression document)	Use vocabulary of time in discussions related to their own lives and those of others, link with daily 'calendar' sessions (see Progression document)	Use vocabulary of time in discussions related to their own lives and those of others link with daily 'calendar' sessions , (see Progression document)	Use vocabulary of time in discussions related to their own lives and those of others link with daily 'calendar' sessions , (see Progression document)	Use vocabulary of time in discussions related to their own lives and those of others, link with daily 'calendar' sessions (see Progression document)	Use vocabulary of time in discussions related to their own lives and those of others, link with daily 'calendar' sessions (see Progression document)
	Understand the past through settings, characters and events discussed through a range of topic themed books and stories	Understand the past through settings, characters and events discussed through a range of topic themed books and stories	Understand the past through settings, characters and events discussed through a range of topic themed books and stories	Understand the past through settings, characters and events discussed through a range of topic themed books and stories	Understand the past through settings, characters and events discussed through a range of topic themed books and stories	Sequence and order events in their own lives in relation to the passing of time, using appropriate vocabulary. Talk about future change in relation to move to KS1
	Explore Autumn, observe changes, compare past/ present and predict future change	Learn about Remembrance Day – Why is it important to remember? Look at poppies and learn about why they are significant	Continue to explore seasonal change, compare past/ present and predict future change	Explore questions about how we know about the past Know some similarities and differences between things in the past and now	Observe change over time as plants grow Retell stories , sequencing events in 'time' order.	Continue to explore seasonal change, compare past/ present and predict future change
	Sequence and order events in their own lives (birth to five), using photographs, artefacts Explore ways in which we can find out about the past including talking to family members and other adults	Continue to explore seasonal change, compare past/ present and predict future change		Compare toys now with toys in the past. Order toys on a simple timeline		

Year 1	Back to the future	Let's Celebrate	The Whole World in Our Hands	It's a mystery	Underground, overground	Here and there
	Use vocabulary of time in discussions related to events in their own lives and those of others (see Progression document) Continue to develop awareness of seasonal change over time Find out about Victorian life through a range of sources Develop an understanding of Victorian life. Know some similarities and differences between things in the past and now Make comparisons of school life now and then. Compare Victorian artefacts with their modern day equivalent – how have they changed and why? Order artefacts on a simple timeline	Use vocabulary of time in discussions related to events in their own lives and those of others (see Progression document) Continue to develop awareness of seasonal change over time Develop an understanding of Guy Fawkes and why Bonfire Night is significant Learn about Remembrance Day and begin to understand what happened and why	Use vocabulary of time in discussions related to events in their own lives and those of others (see Progression document) Continue to develop awareness of seasonal change over time Learn about Malala Yousafzai – Why is she a significant figure? How is she linked to our locality? Compare Malala's school life to ours	Use vocabulary of time in discussions related to events in their own lives and those of others (see Progression document) Continue to develop awareness of seasonal change over time Talk about past events in relation to the school year – make links with prior learning. Sequence familiar events and stories Begin to create simple timelines, including of their life so far.	Use vocabulary of time in discussions related to events in their own lives and those of others (see Progression document) Continue to develop awareness of seasonal change over time Use a variety of sources to find out about transport in the past. How has transport changed and why? Identify similarities and differences between transport in the past and now. Order transport on a simple timeline Use a variety of sources to find out about George and Robert Stephenson. Why are they significant/ why do we still remembered them today?	Use vocabulary of time in discussions related to events in their own lives and those of others (see Progression document) Continue to develop awareness of seasonal change over time Use a variety of sources to find out about Christopher Columbus and Neil Armstrong. What did they do? Where did they explore? Why do we still remember them today? Identify similarities and differences between the journeys of exploration made by Christopher Columbus and Neil Armstrong Sequence familiar events and stories in 'time' order

Year 2	Sharing, Caring, Daring	Compare and contrast	Making a difference	What was it like?	Sensational safari	Growing together
	Use vocabulary of time in discussions related to events in their own lives, the lives of others and their learning about the past (see Progression document) Use a variety of sources to find out about Florence Nightingale and Mary Seacole. Why are they significant? Why do we still remember them today? Make comparisons between the lives of Florence Nightingale and Mary Seacole. Sequence events on a timeline Identify similarities and differences between hospitals in the past and now. How have hospitals changed and why?	Use vocabulary of time in discussions related to events in their own lives, the lives of others and their learning about the past (see Progression document) Use a variety of sources to find out about John Cadbury? Why is he a significant figure? What did John Cadbury do? How is he linked to our locality? Why do we still remember him today? *John Cadbury was a Victorian – Victorian link (Year 1 Au1) Use a variety of sources to find out about the original Cadbury Factory and Bournville Village. Identify similarities and differences between Birmingham in the past and now	Use vocabulary of time in discussions related to events in their own lives, the lives of others and their learning about the past (see Progression document) Use a variety of sources to find out about Greta Thunberg? Why is she a significant figure? How has she had an impact globally? What can we learn from her? Use a variety of sources to find out about David Attenborough? Why is he a significant figure? How has he made an impact globally? What have we learnt from him?	Use vocabulary of time in discussions related to events in their own lives, the lives of others and their learning about the past (see Progression document) Use a variety of sources to find out about the Great Fire of London. What happened and why? Why is this a significant event? Why do we still remember this today? Sequence and order events. Identify similarities and differences between firefighting in the past and now. How has equipment changed and why?	Use vocabulary of time in discussions related to events in their own lives, the lives of others and their learning about the past (see Progression document) What is a Safari? Use a variety of sources to find how safaris have changed over time, including how people travelled. History of Transport link – Year 1, Su1 Use a variety of sources to find out about explorer David Livingston. Why is he a significant figure? What did David Livingston do and why? Why do we still remember him today? *David Livingston was a Victorian – Victorians link (Year 1 Au1) * David Livingston was an explorer – Explorers link (Year 1 Su 2) Begin to make comparisons with modern 'exploration'. Identify similarities and differences between exploration in the past and now.	More about explorers Curriculum links with Year 2 Su 1 and Year 1 Su 2 Use a variety of sources to find out about explorers Amelia Earhart and Ibn Battuta. Why are they significant figures? What journeys of exploration did they make? Why do we still remember them today? Make comparisons with other explorers we have learnt about. What can we learn from explorers? Use vocabulary of time in discussions related to their own lives and those of others with a focus on their Streetsbrook 'journey' and transition to Junior School 'exploration of a new place' What are your favourite memories? What have you learnt? What are you looking forward in the future? Sequence and order events in their own life, create a personal timeline. How have you changed over time ? What will change in the future?