



History Overview

Nursery (age 3-4)

1. Begin to make sense of their own life-story and family's history

- Autumn 2 topic - Family photo wall; children draw their family members- children talk about their family and how their parents help them. Explore similarity & differences between their families.
- Spring 1 - People who help us unit- Firefighters & police – drawing upon stories read such as 'PC Ben' and non-fiction text.

Reception

1. Comment on familiar situations in the past

- Themselves now and then (images from when they were a baby and how they are different and similar now)
- Chronology of their day using visual timetable
- Discussing special occasions and events from the past (such as birthdays, religious festivals) and recalling their experience
- Transport topic in Autumn 2- looking at how transport looked in the past compared to now
- Food shopping today compared to the past (local green grocers compared to modern supermarkets)

2. Compare and contrast characters from stories, including figures from the past

- Figures from the past- Queen Elizabeth II and King Charles III compare and contrast
- Comparing characters in stories - 'Whatever Next' (Baby Bear) and 'Meg on the Moon'
- Comparing different types of families and homes within circle time/ PSED using photos of their families in All about me topic and PSED throughout the year
- Comparing characters from books ('you can't take an elephant on the Bus' and 'Emma Jane's Aeroplane')

Understanding the World

ELG: Past and Present

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 and events encountered in books read in class and storytelling

	Autumn 1					Autumn 2				
Year 1	Victorians: In which period would you prefer to live in- now or the Victorian times? Why?					Transport and railways: Why is Brunel important?				
Historical concepts	Chronology <i>Within living memory</i>	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change	Chronology <i>Within living memory</i>	Significance <i>People / developments</i>	Cause, effect & legacy	Perspective and evidence <i>Photos</i>	Continuity and change
Substantive concepts	Power (monarchy, government, empire)	Invasion (empire)	Civilisation (cultural and social history)	Religion (cultural and political history)	Trade (economic and cultural history)	Power (monarchy, government, empire)	Invasion (empire)	Civilisation (cultural and social history)	Religion (cultural and political history)	Trade (economic and cultural history)

Year 2	History of WCPS and Slough: How has WCPS & Slough trading Estate changed over time?					The great fire of London: Why did the Great Fire of London spread so quickly?				
Historical concepts	Chronology <i>Within and beyond living memory</i>	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change	Chronology <i>Beyond living memory</i>	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change
Substantive concepts	Power (monarchy, government, empire)	Invasion (empire)	Civilisation (cultural and social history)	Religion (cultural and political history)	Trade (economic and cultural history)	Power (monarchy, government, empire)	Invasion (empire)	Civilisation (cultural and social history)	Religion (cultural and political history)	Trade (economic and cultural history)

Year 3	Prehistoric Britain: How did Britain change throughout the Stone Age, Bronze age and Iron age?					Roman impact on Britain: “The Romans made life better for the people in Britain”. How far do you agree?				
Historical concepts	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change
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Year 4	Anglo Saxons & Vikings: What was life like in Anglo-Saxon & Viking Britain?					Baghdad AD900 Islamic Civilization: How significant was Baghdad in AD900 and how different was it to Britain in AD900? (Comparing Viking Britain to Baghdad AD900)				
Historical concepts	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change
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Year 5	Early civilisations: Shang Dynasty: How significant was the Shang Dynasty and what was their greatest achievement?					Local History: Migration in Slough (Post War Britain) Since 1945, why have people migrated to Slough?				
Historical concepts	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change
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Year 6	Crime and punishment through the time: How has crime changed since the Anglo-Saxon period to today?					Ancient Greece: “The Ancient Greek legacy is long lasting & relevant today”. How far do you agree?				
Historical concepts	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change	Chronology	Significance	Cause, effect & legacy	Perspective and evidence	Continuity and change
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