

Northfields Infants and Nursery School – History Curriculum Overview

History						
Nursery	<p>3-4 – Pupils at the expected development will: Use personal experiences to build up knowledge- using visits to parks, libraries and museums to support their understanding. Pupils will meet important members of society including police officers, nurses and firefighters. Pupils will listen to a broad range of stories, non-fiction, rhymes and poems that will develop them culturally, socially, technologically and ecologically. Pupils will widen and enrich their vocabulary that will support them in the later years.</p> <p>Key skills developed by the end of the year.</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and families history. • Show interest in different occupations. <p>Key Skills developed by the end of Key Stage.</p> <ul style="list-style-type: none"> • Talk about members in their immediate family and community. • Name and describe people that are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>Key Historical Vocabulary- past, now, change, photo, information</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	History Unit- About Me! Knowledge- Pupils to learn about themselves and the important people around them. Pupils to explore their families.	Geography Unit- Families and celebrations	Geography Unit- Growing and changing	History Unit- Celebrations Knowledge- Pupils compare and contrast characters and events from stories including figures from the past. E.g. pancake day, Goldilocks ect.	History Unit- People who help us Knowledge- Talk about the lives of people around them, including their occupations.	Geography Unit- Animals

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	<p>Key Skills-</p> <ul style="list-style-type: none">-Talk about when they were a baby and changes that have occurred to now.-Show an interest in other people's lives.-Engage in role play that represents diversity and inclusion.-Use photo's to discuss what they see.-Know that information can be retrieved from books and the internet.			<p>Key Skills-</p> <ul style="list-style-type: none">-Read stories and look at ley events that happened.-Key vocabulary used associated with time. Including first, after, before etc.- Use photos to compare.-	<p>Key Skills-</p> <ul style="list-style-type: none">-Pupils to show an interest in other people's lives and jobs.-Develop an awareness of 'how' and 'why' questions.-Talk about people that they have come across in their own local area.	
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Reception	<p>ELG- Pupils at the expected development will: Use personal experiences to build up knowledge- using visits to parks, libraries and museums to support their understanding. Pupils will meet important members of society including police officers, nurses and firefighters. Pupils will listen to a broad range of stories, non-fiction, rhymes and poems that will develop them culturally, socially, technologically and ecologically. Pupils will widen and enrich their vocabulary that will support them in the later years.</p> <p>Key Skills developed by the end of Key Stage.</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>Key Historical Vocabulary- past, now, current, difference, change, similarities, artefact, information</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>History unit- Me, myself and I</p> <p style="color: green;">Pupils previously looked at themselves and who their families are made up from.</p> <p>Knowledge- Pupils to explore who they are and talk about the family, friends and people in their community. Pupils to explore similarities and differences between the past and now. Pupils to compare photographs of</p>	<p>Geography unit- Changing Seasons</p>	<p>Geography unit- Life in different countries</p>	<p>History Unit- Toys</p> <p style="color: green;">Pupils have used lots of vocabulary associated with time and the past.</p> <p>Knowledge- Pupils to know some similarities and differences between toys in the past and now, relating to their own experiences and know that there are experiences beyond their living memory. Pupils to compare toys</p>	<p>History unit- Dinosaurs</p> <p style="color: green;">Pupils spoke about familiar situations from the past, and events that have happened in their own memories.</p> <p>Knowledge- Pupils to understand the past through stories and books, including figures from the past, including Mary Anning and David Attenborough.</p> <p>Skills- -Pupils to compare characters from stories</p>	<p>Geography unit- Maps!</p>

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	<p>themselves to parents/grandparents.</p> <p>Skills-</p> <ul style="list-style-type: none"> -Pupils develop about their own history and how they have changed. -Develop an awareness about how there are similarities and differences between people. -Engage in role play that represents diversity and inclusion. -Use artefacts that are important to the children. -Record using marks that they can interpret and explain. -Know that information can be retrieved from books, the internet and artefacts. -Hands on experiences that develop children's knowledge and understanding. 			<p>now and to Victorian times.</p> <p>Skills-</p> <ul style="list-style-type: none"> -Use of everyday language. -Use of artefacts to compare past and now. -Hands on experiences that develop children's knowledge and understanding. -Use examples from real life experiences. -Talk about how knowledge in their own experience differs from ones in the past. -Record using marks that they can interpret and explain. 	<ul style="list-style-type: none"> - Share texts and images so that children can develop an understanding about the past. -Use key vocabulary to explain understanding. -Pupils to tell stories and role play things from the past. -Pupils begin to order events and realise that events occurred before they were born. -Hands on experiences that develop children's knowledge and understanding. -Record using marks that they can interpret and explain. 	
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Year 1	<p>NC-</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality <p>Key Historical Vocabulary- changes, contrast, comparison, primary sources, secondary sources, local, artefacts, photographs</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>History Unit- Changes within the school (Changes within living memory)</p> <p style="color: green;">Pupils have learnt about themselves and the changes that have occurred.</p> <p>Knowledge- Pupils to investigate changes that have occurred over the years within the school.</p> <p>Skills- -Pupils to ask and answer a range of</p>	<p>Geography Unit- Our school and local area</p>	<p>Geography Unit- Features of the UK</p>	<p>History Unit- Houses and homes in Letchworth (Changes within living memory)</p> <p style="color: green;">Pupils have looked at how the school has changed within their living memory.</p> <p>Knowledge- Pupils to look into the local area and compare houses and homes and how they have changed over living memory. Pupils to compare houses and homes from now to Victorian times.</p>	<p>History Unit- Significant Nurses (Lives of significant individuals)</p> <p>Knowledge- Pupils to research about famous nurses and their impact on medicine today, including Mary Seacole, Edith Cavell and (Lives of significant individuals)</p> <p>Skills- -Pupils to order events and photographs into chronological order.</p>	<p>Geography Unit- Continents and seas</p>

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	<p>questions relating to the past.</p> <ul style="list-style-type: none">-Pupils to use key words and sequencing vocabulary.-Identify changes and differences within living memory.-Find out information using sources and artefacts.-Create simple timelines using objects and pictures.			<p>Skills-</p> <ul style="list-style-type: none">-Pupils to ask and answer a range of questions relating to the past.-Find answers to simple questions about the past using different sources of information.-Compare and contrast using rich vocabulary.-Create simple timelines using objects and pictures.	<ul style="list-style-type: none">-Pupils to identify how they are their lives are different to significant individuals.- Pupils to compare and contrast different individuals and their lives.-Understand the importance of the effect they have had on history.-Create simple timelines using objects and pictures.	
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Year 2	<p>NC-</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • Significant historical events, people and places in their own locality <p>Key historical vocabulary- primary sources, secondary sources, century, chronological, events, timeline, local study, research, artefacts, information</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>History Unit- The Great Fire of London</p> <p>Knowledge- Pupils to know the events and chronology of The Great Fire of London. (an event beyond living memory)</p> <p>Skills- -Pupils to use a range of sources to research, including primary and secondary resources. -Pupils to gather an understanding of</p>	<p>Geography Unit- Mapping</p>	<p>Geography Unit- UK</p>	<p>History Unit- Study of Letchworth Garden City</p> <p style="color: green;">Pupils have looked at how the school and homes have changed over the years.</p> <p>Knowledge- Pupils to conduct a study about Letchworth Garden City, recognising how Letchworth has changed over the years. (Study of the local area)</p>	<p>History Unit- Significant Explorers</p> <p style="color: green;">Questioning has been developed over the year about significant individuals.</p> <p>Knowledge- Pupils to research about the lives of significant individuals including; Katherine Johnson, Amelia Earhart and Mae Jemison.</p> <p>Skills- -Pupils to research about the lives of significant individuals.</p>	<p>Geography Unit- Continents, Hot and cold areas of the world</p>

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	<p>chronology and plotting events on a timeline.</p> <ul style="list-style-type: none"> -Pupils to identify key events that occurred. -Explain reasons for people’s actions and the impact this had. -Identify key historical figures that had an impact. -Explore artefacts to discuss how history can be represented. -Take part in drama and role play. -Record our learning in lots of different ways e.g reports, drawings. 			<p>Skills-</p> <ul style="list-style-type: none"> -Pupils to ask and answer a range of questions relating to the past using different sources. -Find out about differences between ways of life. -Order photographs into a timeline in chronological order. -Recognise similarities and differences between time periods. -Explore artefacts to discuss how history can be represented. -Record our learning in lots of different ways e.g reports, drawings. 	<ul style="list-style-type: none"> -Use specific language associated around chronological understanding. -Use different sources to find out information and identify the different ways that it is represented. -Discuss the effectiveness of bias. -Record our learning in lots of different ways e.g reports, drawings. 	
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Building on from the previous year

National Curriculum statements/ ELG

Book suggestions – to encourage writing