

## Nursery

|                          | Autumn   | Spring  | Summer  |
|--------------------------|--|---|---|
| <b>Cycle A (2020-21)</b> | <p><b>History: People and communities 30-50M</b></p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends CL links: S30-50 Uses vocabulary focused on objects and people that are of particular importance to them. U 30-50 Beginning to understand 'why' and 'how' questions.</li> </ul> <p>Topic: My family<br/>Learning opportunities: How has transport changed over time? Harvest, celebrations, Christmas,</p> | <p><b>History: People and communities 30-50M</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Recognises and describes special times or events for family or friends CL links: S30-50 Uses vocabulary focused on objects and people that are of particular importance to them. U 30-50 Beginning to understand 'why' and 'how' questions.</li> </ul> <p>Topic: Once upon a time<br/>Learning opportunities: Why did knights use armour? How did it protect them?<br/>Enterprise project Royal ball</p> | <p><b>History:40-60M People and communities</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives The world: • Looks closely at similarities, differences, patterns and change</li> </ul> <p>Topic: Growing and Changing<br/>Learning opportunities: recounting events from own experience (visit to the farm)<br/>Identify changes over time: link to growing and changing create a timeline or life cycle</p> |
| <b>Cycle B (2021-22)</b> | <p><b>History: People and communities</b></p> <ul style="list-style-type: none"> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends</li> </ul> <p>Topic: Food Glorious Food</p>   | <p><b>History: People and communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Recognises and describes special times or events for family or friends</li> </ul> <p>Topic: Heroes and Villains</p>   | <p><b>History: People and communities</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives</li> </ul> <p><b>The world:</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change</li> </ul> <p>Topic: Animals – Fur, Feathers and Scales</p>  |

Treeton C of E primary school – Long term overview from Nursery to Upper Key Stage 2

Reception:

|                          | Autumn   | Spring   | Summer  |
|--------------------------|--|--|---|
| <b>Cycle A (2020-21)</b> | <p><b>History: People and communities 40-60M</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <p><b>CL links:</b><br/> <b>S 40-60</b> Uses talk to organise, sequence and clarify thinking, ideas, feelings and events<br/> <b>U ELG</b> Beginning to understand 'why' and 'how' questions.</p> <p>Topic: My family<br/> <b>Learning opportunities:</b> How has transport changed over time?<br/> Harvest, celebrations, Christmas,</p> | <p><b>History: People and communities ELG</b></p> <ul style="list-style-type: none"> <li>They know that other children don't always enjoy the same things, and are sensitive to this.</li> <li>They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p><b>CL links:</b><br/> <b>S ELG</b> Children express themselves effectively. They develop their own narratives and explanations by connecting ideas or events.<br/> <b>U ELG</b> Beginning to understand 'why' and 'how' questions.</p> <p>Topic: Once upon a time<br/> <b>Learning opportunities:</b> Why did knights use armour? How did it protect them?<br/> Enterprise project Royal ball</p> | <p><b>History: People and communities ELG</b><br/> <b>People and communities</b></p> <ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and the lives of family members.</li> </ul> <p><b>The world:</b></p> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change</li> </ul> <p>Topic: Growing and changing<br/> <b>Learning opportunities:</b> recounting events from own experience visit to the farm)<br/> Identify changes over time: link to growing and changing create a timeline or life cycle</p> |
| <b>Cycle B (2021-22)</b> | <p><b>ELG: people and communities</b> Children talk about past and present events in their own lives and in the lives of family members</p> <p>Topic: Food glorious food<br/> Learning opportunities: Birthdays/ special events : children will talk about when they have their birthday, special events including Christmas they will talk about how they celebrate and the difference they may have<br/> <b>Traditions linked to harvest and Christmas</b></p>                                     | <p><b>ELG: People and communities:</b><br/> They know about similarities and differences between self and others and among families communities and traditions</p> <p>Topic:<br/> Learning opportunities: Birthdays/ special events : children will talk about when they have their birthday, special events including Christmas they will talk about how they celebrate and the difference they may have<br/> Children will recognise that they have changed since they were babies and will describe some of the things they can now do Link to baby clinic/ role play)</p>  | <p><b>ELG: people and communities</b> Children know the difference between past and present events in their own lives</p> <p>Topic: Animals – Fur, feathers and scales<br/> Learning opportunities:<br/> Traditions linked to holidays<br/> Children will recount events which have happened in their lives link to school visits</p>   |

## Key stage one

|                              | Autumn  | Spring  | Summer  |
|------------------------------|---|---|---|
| <b>Cycle A<br/>(2020-21)</b> | <p><b>National curriculum: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p> <p>Topic: Incredible Me</p> <p>Autumn 1:<br/>Key focus - Personal history – timelines</p> <p><b>National curriculum: 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</b></p> <p>Autumn 2:<br/>Key focus: Florence Nightingale (Where did she go, what did she do, changes to medicine) / Mary Seacole</p> | <p><b>National curriculum:<br/>- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (Significant historical events in their own locality)</b></p> <p>Topic – Whatever the weather</p> <p>Spring 1:<br/>Focus: Treeton flood / effects nationally.</p> <p><b>National curriculum: Key events in the past that are significant nationally and globally</b></p> <p>Spring 2: Focus: Great Fire of London</p> |   |
| <b>Cycle B<br/>(2021-22)</b> | <p>National curriculum: The lives of significant individuals in the past who have contributed to national and international achievements. Describe historical events</p> <p>Topic: Explorers</p> <p>Focus: Autumn 1:<br/>Explorers of the world: Livingston, Burton, etc.<br/>- Significant people in their own locality (Captain Cook - Yorkshire)</p> <p>Autumn 2:<br/>-Historical event - Moon landing - (Neil Armstrong (First man on the moon) (National and Global)<br/>-Life of a significant person – Helen Sharman (First Briton in space) – Born in Sheffield.</p>                          | <p>National curriculum: 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</p> <p>Topic: Homes in the past</p> <p>Focus: Queen Victoria (monarchy) and aspects of life in different periods.</p>   | <p>National curriculum: Event beyond living memory that is significant nationally or globally.</p> <p>Topic: By the sea</p> <p>Focus: Sinking of the Titanic</p> <p>Comparison with Grace Darling and her rescue.</p> |

Lower Key Stage 2

|                          | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
|--------------------------|---|---|--|
| <b>Cycle A (2020-21)</b> | <p>Topic: Ancient Egypt</p> <p>National curriculum: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> | <p>Topic: Wonderful World</p> <p>Focus: First British Railways</p> <p>National curriculum: a significant turning point in British history, for example, the first railways or the Battle of Britain</p> | <p>Topic: Rainforest</p> <p>Focus: Mayans</p> <p>National curriculum: a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p> |
| <b>Cycle B (2021-22)</b> | <p>To be added</p>  |   |  |

## Upper key stage 2

|                              | Autumn   | Spring  | Summer   |
|------------------------------|--|---|--|
| <b>Cycle A<br/>(2020-21)</b> | <p>Topic/Focus: WW2/ The History of Treeton</p> <p>National curriculum: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.<br/>A local history study.</p>  | <p>Topic/Focus: The History of Medicine</p> <p>National curriculum: Ancient Greece – a study of Greek life and achievements and their influence on the western world A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>   | <p>Topic/Focus: The Vikings/ The Anglo Saxons</p> <p>National curriculum:<br/>Britain's settlement by Anglo-Saxons and Scots. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>  |
| <b>Cycle B<br/>(2021-22)</b> | <p>Topic/Focus: Theatre - Then and Now (The context of the plays, how they have changed, globe theatre).</p> <p>National curriculum: 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].</p> | <p>Topic/Focus: Key events in decade – How have these affected other eras?</p> <p>National curriculum: Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> | <p>Topic/Focus: The Shang Dynasty</p> <p>National curriculum:<br/>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> |