



History Curriculum Overview



NURSERY LONG TERM PLAN 21-22

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| GENERAL THEMES | ALL ABOUT ME! | LET'S CELEBRATE! | TAKE ONE PICTURE! | GROWING! | AMAZING ANIMALS! | OUR WONDERFUL WORLD! |
| UNDERSTANDING THE WORLD | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| RE/FESTIVALS | <ul style="list-style-type: none"> - I enjoy joining in with family customs and routines <p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Chapel End family Which stories are special and why? Diwali</p> | <ul style="list-style-type: none"> - I can remember and talk about significant events in my own experience <p>What times are special and why? Which stories are special and why? Christmas</p> | <ul style="list-style-type: none"> - In pretend play I can imitate everyday actions and events from my own family and cultural background <p>What times are special and why? Chinese new year</p> | <ul style="list-style-type: none"> - I can recognise similarities and differences <p>What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p> | <ul style="list-style-type: none"> - I know that I have similarities and differences that connect me to and distinguish me from others <p>What is special about our world? Awe and wonder: growth and change of animals</p> | <ul style="list-style-type: none"> - I can develop my sense of responsibility and membership of a community <p>What is special about our world? Summer Solstice</p> |
| <p>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> | <ul style="list-style-type: none"> - I am interested in photographs of myself and familiar people and objects - I am curious about people and show interest in stories about myself and my family - I can talk about what I was like when I was a baby | <ul style="list-style-type: none"> - I show interest in different occupations (Eg: fire fighters/nurse/police officers) - I enjoy celebrating my birthday and that of others - I can make observations about my immediate environment - I can, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. | <ul style="list-style-type: none"> - I can begin to make sense of my own life-story and family's history - I can identify where things belong in my environment Eg: where my bottle/coat/painting goes | <ul style="list-style-type: none"> - I can talk about environments in stories - I can talk about places I have visited (e.g.: the park/ASDA) - I can follow positional language instructions - I am beginning to notice changes in my environment | <ul style="list-style-type: none"> - I can see my new friends have similarities and differences that connect them to, and distinguish them from, others - I can talk about places in and around school | <ul style="list-style-type: none"> - I can use simple positional language - I am beginning to talk about and describe changes in my environment |



RECEPTION LONG TERM PLAN 21-22

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| GENERAL THEMES | ALL ABOUT ME! | LET'S CELEBRATE! | TAKE ONE PICTURE! | GROWING! | AMAZING ANIMALS! | OUR WONDERFUL WORLD! |
| UNDERSTANDING THE WORLD RE / FESTIVALS | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> | <ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times in different ways Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. I can show an interest in different occupations and ways of life I can draw a simple map I can talk about things I have observed such as animals I show care for living things (pets) I can ask questions about aspects of my familiar world such as the place where I live or the natural world <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can talk about why things happen: making bread I can recognise and describe special times or events for family or friends <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Ice experiments Knowing there are different countries in the world (China) I have explorSed google earth I understand the effects of changing seasons on the world around me <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Similarities and differences between countries/environs/Africa/Anima ls using Handa's Hen Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Growth & Change: chick life cycle Environment: care can concern: chicks I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Growth & Change: frog life cycle I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects <p>REFELCTION TIME DAILY</p> | <ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Billinge long ago Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure) <p>REFELCTION TIME DAILY</p> |
| | <p>Which people are special and why? Being special: where do we belong? Belonging to their family Being part of the Chapel End family and their house (colour) Which stories are special and why? Diwali</p> | <p>What times are special and why? Which stories are special and why? Christmas</p> | <p>What times are special and why? Chinese new year</p> | <p>What times are special and why? Which stories are special and why? Easter What places are special and why? Church at Easter</p> | <p>What is special about our world? Awe and wonder: growth and change of animals</p> | <p>What is special about our world? Summer Solstice</p> |



| Term | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Autumn 1 | | | | | | |
| Autumn 2 | <ul style="list-style-type: none"> My family and local life Gunpowder plot | <ul style="list-style-type: none"> Great Fire of London | <ul style="list-style-type: none"> Stone Age Iron Age Bronze Age | <ul style="list-style-type: none"> Ancient Greece | <ul style="list-style-type: none"> The Romans | <ul style="list-style-type: none"> World Wars 1+ 2. Compare both |
| Spring 1 | | | | | | |
| Spring 2 | <ul style="list-style-type: none"> Local significant people in history | <ul style="list-style-type: none"> The Victorians including Queen Victoria. Stephenson at the Rainhill trials | <ul style="list-style-type: none"> Ancient Egypt | <ul style="list-style-type: none"> Mayans | <ul style="list-style-type: none"> The Viking and Anglo Saxon struggle including Edward the Confessor. | <ul style="list-style-type: none"> Crime and Punishment (Planbee Unit) |
| Summer 1 | <ul style="list-style-type: none"> The tale of 2 Princes (Royal Family modern history study) | <ul style="list-style-type: none"> Significant people ,particularly women, in History: Florence Nightingale, Mary Seacole, Rosa Parks, Katherine Johnson. | <ul style="list-style-type: none"> Local history - coal | Local history - Rugby League | <ul style="list-style-type: none"> Local history - railways | <ul style="list-style-type: none"> Local history - glass |
| Summer 2 | | | | | | |