



Long Term overview – History Content Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Early Years Learning and Development Requirements</p> <p>Understanding the World Past and Present</p> <p>Nursery / Reception</p>	<p>Understanding the World - People, Culture and Communities</p>	<p><b>Nursery N1 / N2</b>                      To know how wind up toys work                      To know how they have changed since they were a baby  <b>Reception</b>                      To know how family members have changed since they were babies                      To know that there were old toys in the past (photographs)</p>	<p>Understanding the World - People, Culture and Communities</p>	<p><b>Nursery N1 / N2</b>                      Compare and contrast the different dinosaurs featured in the story 'Dinosaur Roar' by Henrietta Stickland                      To compare and contrast people who lived in the stone Age from people who live now  <b>Reception</b>                      To know appropriate vocabulary to explain the setting, characters and events encountered in the book 'Stone Age Boy' by Satoshi Kitamura</p>	<p>Understanding the World - People, Culture and Communities</p>	<p><b>Nursery N1 / N2</b>                      To comment upon images of Slaley Village in the past  <b>Reception</b>                      To know about similarities and differences between Slaley in the past and now (use maps and non-fiction texts)                      To know and use some appropriate vocabulary to describe Slaley Village (using non-fiction texts and maps)                      To know about the role of the Vicar (Reverend Helen Savage) at St Mary's Church</p>
<p>Year 1/2</p>	<p><b>Children: Then and Now</b>                      Exploring and discussing how homes have changed over time. Learning key vocabulary and identifying features. Finding out what homes were like in Victorian periods. Exploring the objects found in Victorian living rooms and kitchens, considering what we can learn about the past from these and comparing to their modern counterparts.                      Identifying and describing how schools have changed over time. Observing and discussing how clothes and fashion have changed over time. Exploring leisure activities in the past and comparing them to leisure activities today.</p>	<p><b>Geography Focus</b></p>	<p><b>Explorers</b>                      Exploring and describing the features of the Arctic. Using photographs and diary entries to help deduce what undiscovered parts of the world                      Discovering what wildlife and landscape was like in the Arctic. Making discoveries about sea travel in the past.</p>	<p><b>Geography Focus</b></p>	<p><b>Travel and Transport.</b>                      Children will consider the first aeroplanes and how they have changed over time. they will look at the impact this has had on travel and exploration of the world.</p>	<p><b>Geography Focus</b></p>



Year 3/4	<b>Stone to Iron Age</b> Changes in Britain from the Stone Age to the Iron Age. Exploring farming, technology, travel, art and culture. Developing historical thinking by asking and answering relevant questions whilst constructing informed responses.	<b>Ancient Greeks</b> An in-depth study of the achievements of an early civilisation. Developing historical thinking by asking and answering relevant questions whilst constructing informed responses.	<b>The Roman Empire</b> The Roman Empire and its impact on Britain. Exploring invasions, armies, conquests and resistance. Developing historical thinking by asking and answering relevant questions whilst constructing informed responses.
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Long Term overview – History Content Year B

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Early Years Learning and Development Requirements  Understanding the World Past and Present  Nursery / Reception	<b>Understanding the World - People, Culture and Communities</b>	<b>Nursery N1 / N2</b> To know how farming equipment works To know how they have changed since they were a baby <b>Reception</b> To know how family members have changed since they were babies To know how farming was different in the past (photos)	<b>Understanding the World - People, Culture and Communities</b>	<b>Nursery N1 / N2</b> To compare and contrast Jack and the giant (characters from the story Jack and the Beanstalk) To know how to compare and contrast Kings from the past and King Charles III <b>Reception</b> To use appropriate vocabulary to explain the setting, characters and events encountered in the book 'King Jack and the Dragon' by Peter Bentley	<b>Understanding the World - People, Culture and Communities</b>	<b>Nursery N1 / N2</b>  To comment upon images of the past of key landmarks in Hexham City Centre  <b>Reception</b> To use some appropriate vocabulary to describe Hexham City Centre (using non-fiction texts and maps) To know about similarities and differences between Hexham City Centre in the past and now (use non-fiction texts)



<p>Year 1/2</p>	<p><b>Toys: Past and Present</b> Using a varied vocabulary to describe what their toys are like, and considering how we can learn about toys in the past. Discovering and describing toys our parents and grandparents played with. Learning what a decade is and exploring popular toys in each decade from the 1950s to the 1990s. Learning to identify toys that are old and toys that are new, using a range of vocabulary. Exploring how toys have changed over time, such as dolls, trains and teddies.</p>		<p><b>The History of Beatrix Potter.</b> To recognise the impact of the work of Beatrix Potter on the local animals in the wild. To learn about the history of Beatrix Potter and to recognise the importance of her work to our local area.</p>		<p><b>The Great Fire of London</b> Exploring the history of the Great Fire of London <b>1666</b>. Identifying the impact of the fire on the building of houses and buildings in modern London and recognise the changes the fire made to the city. Exploring the different types of homes people live in today.</p>	
<p>Year 3 / 4</p>	<p><b>Anglo Saxons and Scots</b> Exploring invasions, settlements, village life, art and culture. Developing historical thinking by asking and answering relevant questions whilst constructing informed responses.</p>	<p><b>The Tudors</b> Exploring a period in history beyond 1066. Discussing what life was like for Tudor people and discovering the art and music of the period. Developing historical thinking whilst examining a range of artefacts and sources from the Tudor times.</p>	<p><b>Local History (Coal Mining in the North East):</b> Exploring the impact and role of Coal mining in the Northeast. Investigating the life and role of Victorian miners by examining and interpreting a range of sources.</p>			