

History Curriculum Overview 2025 - 2026

	<u>Autumn 1</u>	<u>Autumn 2:</u>	<u>Spring 1</u>	<u>Spring 2:</u>	<u>Summer 1</u>	<u>Summer 2</u>
Whole School	October: Black History month					
EYFS	<p><u>Developing an understanding of the past.</u></p> <p>I can talk about myself in the past, when I was younger.</p> <p>I am developing a sense of my family history.</p> <p>I can describe changes that have happened in my family life-time. E.g the birth of a sibling, moving house, special birthdays etc.</p> <p>I can describe how I have changed in my life-time.</p> <p>I can talk about things that have happened in the past e.g. a family holiday.</p> <p>I can compare differences between my toys and my Grandparents' toys. –</p>	<p><u>Significant historical events.</u></p> <p>I can describe why bonfire night is celebrated.</p> <p>I can describe who Guy Fawkes was and what he tried to do.</p> <p>I can describe why remembrance day is important.</p> <p>I can identify why poppies are an important symbol.</p> <p>I can describe some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>I am developing an understanding of the past through settings, characters and events encountered in books</p>	<p><u>Significant Individuals</u></p> <p>I can describe similarities and differences between vehicles past and present.</p> <p>I can describe significant events in history in the past tense – moon landing.</p> <p>I can describe the lives of significant individuals:</p> <p>Neill Armstrong Mae Jemison Valentina Tereshkova Tim Peak</p> <p>I am developing a secure understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can comment on images of familiar situations in the past.</p>	<p><u>Significant Individuals</u></p> <p>I can describe the lives of significant individuals: Vincent Van Gough Sunflower – focus</p> <p>I can comment on images of familiar situations in the past.</p> <p>I am developing a secure understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>I can talk about things that have happened in the past e.g. a family holiday.</p>	<p><u>Events beyond living memory</u></p> <p>I can describe how we know dinosaurs existed.</p> <p>I can describe how/why dinosaurs became extinct.</p> <p>I can talk about I understand that people did not live alongside dinosaurs.</p> <p>I can describe how the world has changed since the dinosaur extinction.</p> <p>I can describe the lives of significant individuals: Mary Anning David Attenborough</p> <p>I can describe who Mary Anning is and why she is significant.</p> <p>I can describe Many Anning's discovery.</p>	<p><u>Changes within living memory</u></p> <p>I can describe similarities and differences between a present day seaside town with a Victorian seaside town.</p> <p>-clothing -bathing -activities -beach huts -food -games etc.</p> <p>Focus Brighton – Queen Victoria link I can identify that Queen Victoria lived in Brighton for a period of time.</p> <p>I can Identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>

	<p>Grandparent afternoon.</p> <p>I can describe the lives of people around me in their roles in society and how these may have changed.</p> <p>I can comment on images of familiar situations in the past.</p>	<p>read in class and storytelling.</p> <p>I can comment on images of familiar situations in the past.</p>			<p>I can comment on images of familiar situations in the past.</p>	<p>I can comment on images of familiar situations in the past.</p>
C1				<p>Toys – Changes within living memory (DT link – making puppets)</p>	<p>Kings and Queen Queen Victoria – Famous people</p> <p>The battle of Hastings – Historic Castles</p> <p>(DT link – making gargoyles)</p> <p>Educational visit to Warwick Castle</p>	
C2		<p>Guy Fawkes – short unit</p>	<p>Great Fire of London & The Plague (Reading Link: Diary of Samuel Peeps)</p>	<p>Florence Nightingale Mary Seacole Edith Cavell (Book Link: Traction Man/ Heroes)</p>	<p>Roald Dahl: Locality links with Geography. Visit to Roald Dahl Museum Great Missenden</p>	
C3	<p>The Stone Age to Iron Age (Book Links: Stone Age Boy. Art & DT links Stone Age prints and Iron Man Sculptures)</p>				<p>The Romans (DT links – pouch and cooking)</p>	
C4					<p>The Anglo Saxons and Vikings up to 1066 (Book link: Beowulf + DT links Anglos Saxon cooking, boat making and tapestry)</p>	

C5	Victorians (Book Link: Street Child + Geography Link: Local Area + DT Link: Victorian Diet) In-school Victorian day & Visit to Chiltern Open Air Museum			Ancient Egyptians (Book Link: Secrets of a Sun King + Art Link: Death Masks) British museum visit
C6	Study beyond 1066: WW1 (Book Link: Stay Where You Are and The Leave + Art Link: Paul Nash + Geography Link: Europe + computing link WW1 ebooks	Maya Civilization (Art link - Maya printing + English link - non-chronological report)		Ancient Greece (Book Link: Adventures of Odysseus, DT link – Greek food, Art link Greek mosaics and vases)