Latymer All Saints C of E Primary School

In our school we love deeply, respecting everyone and treating them with dignity;

we aspire with confidence, working hard and embracing challenge and

we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us"

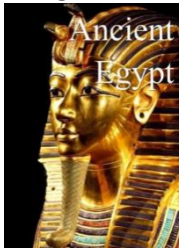
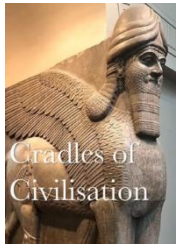
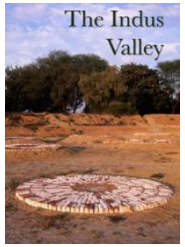
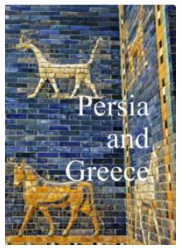
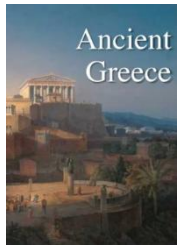
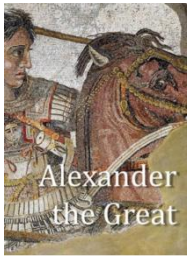
HISTORY CURRICULUM OVERVIEW

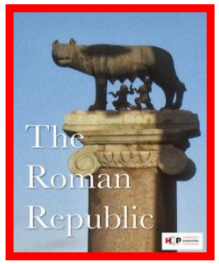
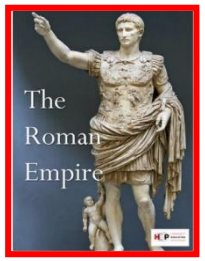
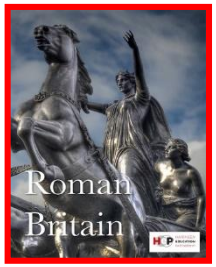
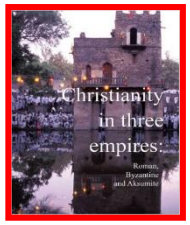
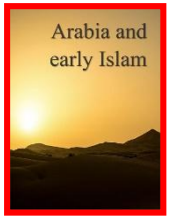
	Autumn	Spring	Summer
Nursery **UTW** **Past and Present**	**<u>My History</u>: What is my History?** *People who are special to me* *Self and who live with* *Family and pets* *Remember times that are special to me (Celebrations)* ● say who I am and who I live with	**<u>Chronology</u>: *What comes First, next, then?*** *My day* *Stories* ● Talk about what we are doing now and what might happen later or tomorrow ● Talk about the visual timetable to say what is coming next.	**<u>My Family History</u>: What is the same and what is different? Then and Now** *My holiday memories/ journeys* ● *My own and my family's history (grandparents, parents, etc.)* ● Talk about some of my own and my family's history (grandparents, parents, etc.) *Nursery children*

	● talk about any pets I may have ● talk about my extended family ● becoming familiar with patterns in the daily routines ● Comment on recent pictures of celebrations in my life ● Talk about what we are doing now and what might happen later or tomorrow for example I can talk about the visual timetable to say what is coming ne	● Talk about stories – What comes First, next then? ● *Children understanding the terms 'old' and 'new' and recognising old and new objects e.g. cars, shops, photos* <u>King Charles</u>: *Who is King Charles?* ● *Know King Charles is the King of England* ● *Talk about King Charles Family (Royal Family)* ● *Children showing curiosity about objects from the past.* *Children commenting on their own past experiences e.g. Easter.*	*'History' can mean yesterday or last week)* beginning to make sense of my own life story and my family's history for example when looking at photographs of myself and my family <u>Growing and Changing in Nature</u>: How do things change? *When I was a baby* *Decay* *Life cycles* *Grow a plant* *Observe Caterpillars* ● Talk about what we are doing now and what might happen later or tomorrow for example I can talk about the visual timetable to say what is coming next ● beginning to notice how things change for example when a banana turns black or flowers are growing ● know that I am growing up and changing (baby pictures) understand simple 'why?' questions such as – 'why do you think the caterpillar got fat?

Reception **UTW** **Past and Present**	**<u>Autumn: Special People – Me, my Family and my Friends</u>** *Link text: We're Going to Find the Monster* ● Beginning to sequence events when describing them (e.g. daily routines, events in a story) ● Recognising that some stories are set a long time ago. ● Recognising significant dates for them (birthday). ● Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…") ● Recounting activities that happened in their past using photos as a prompt.	**Spring: Explorers – First Steps for Humans** Link text: Look Up! ● Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. ● To know that stories and books can tell us about the past. ● To begin to understand that the past can be represented in photographs and drawings. ● Making simple observations about the past from photographs and images. ● Deciding whether photographs or images (e.g. from stories) depict the past.	**<u>Summer: Royalty- Traditions</u>** Link text: Princess and the Pea ● To know that in fairytales kings/queens are usually important, powerful people who rule over others. Covered in Summer term Jigsaw: ● To know that someone's age is the time since they were born. ● To know that they started life as a baby but have since grown and changed. ● To know that some people are older than others.

	● To recognise some interests and achievements from their own lives and the lives of their families and friends. ● Recalling special people in their own lives. ● To know the names of people that are significant to their own lives.		● Communicating findings by pointing to images and using simple language to explain their thoughts. Covered throughout the year in Science (Seasonal changes): ● Being aware of changes that happen throughout the year (e.g. seasons, nature). ● To know that the environment around us changes as time passes.		● To know that parents are older than children and grandparents are older than parents. ● To know some language for talking about the passing of time and events that have already happened, even if used inaccurately. (before, yesterday, last week, last year). ● Using photographs and stories to compare the past with the present day. Using stories and non-fiction books to find out about life in the past. ● Recognising that different members of the class may notice different things in photographs from the past. ● Asking questions about the differences they can see in photographs or images (in stories) that represent the past.	
	AUTUMN 1	**AUTUMN 2**	**SPRING 1**	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
Year 1	**CHANGES OVER TIME(HEP)** How has the world around me changed? DF: Change and continuity- chronology and comparison	**NOVEMBER NOVEMBER(HEP)** What would you write on the memorial of a soldier? DF: Using sources and asking answering questions			**SPACE EXPLORERS (HEP)** Why are our space explorers, Neil and Mae, significant people? DF: Using sources	

Year 2	**The Great Fire of London** Why did the fire last so long? DF: Causation			**FLORENCE AND MARY** How would you describe the legacy of Mary and Florence? DF: evidential thinking		**STONE AGE** How do we know about the stone age people? DF: evidential thinking
Year 3	**Ancient Egypt** In what ways did ancient Egypt change? Disciplinary focus: change/continuity 	**Cradles of Civilisation** How similar and how different were Ancient Egypt and Ancient Sumer? Disciplinary focus: similarity and difference 	**The Indus Valley** How do we know about the Indus Valley civilisation? Disciplinary focus: evidential thinking 	**Persia and Greece** What did Greek city-states have in common? Disciplinary focus: similarity and difference 	**Ancient Greece** What can historians learn from the sources from Ancient Greece? Disciplinary focus: evidential thinking 	**Alexander the Great** How did Alexander the Great conquer so much land? Disciplinary focus: causation 
Year 4	**The Roman Republic** Big Question: How much power did the Senate have in the Roman Republic?	**The Roman Empire** Big Question: What can sources reveal about Roman ways of life? Disciplinary Focus: Evidential Thinking	**Roman Britain** Big Question: What changed in Roman Britain?	**Christianity in Three Empires** Big Question: What made each early Christian state special?	**Arabia and Early Islam** Big Question: What kind of change did Muhammad bring about in Arabia?	**Cordoba: City of Lights** Big Question: How did worlds come together in Cordoba?

	Disciplinary focus: similarity and difference 		Disciplinary Focus: Change and continuity 	Disciplinary Focus: Similarity and Difference 	Disciplinary Focus: Change and continuity 	Disciplinary Focus: Similarity and Difference 
Year 5	**The Roman Republic** Big Question: How much power did the Senate have in the Roman Republic? Disciplinary focus: similarity and difference	**The Roman Empire** Big Question: What can sources reveal about Roman ways of life? Disciplinary Focus: Evidential Thinking	**Roman Britain** Big Question: What changed in Roman Britain? Disciplinary Focus: Change and continuity	**Christianity in Three Empires** Big Question: What made each early Christian state special? Disciplinary Focus: Similarity and Difference	**Arabia and Early Islam** Big Question: What kind of change did Muhammad bring about in Arabia? Disciplinary Focus: Change and continuity	**Cordoba: City of Lights** Big Question: How did worlds come together in Cordoba? Disciplinary Focus: Similarity and Difference
Year 6	**The Roman Republic**	**The Roman Empire**	**Roman Britain**	**Christianity in Three Empires**	**Arabia and Early Islam**	**Cordoba: City of Lights**

	Big Question: How much power did the Senate have in the Roman Republic? Disciplinary focus: similarity and difference	Big Question: What can sources reveal about Roman ways of life? Disciplinary Focus: Evidential Thinking	Big Question: What changed in Roman Britain? Disciplinary Focus: Change and continuity	Big Question: What made each early Christian state special? Disciplinary Focus: Similarity and Difference	Big Question: What kind of change did Muhammad bring about in Arabia? Disciplinary Focus: Change and continuity	Big Question: How did worlds come together in Cordoba? Disciplinary Focus: Similarity and Difference

*Please note - Years 4, 5 and 6 are all following the Year 4 World curriculum for this academic year but with differentiated outcomes. This is to implement a new curriculum and ensure pupils can access the learning, which progresses based on prior learning. In 2027-2028, years 5 & 6 will be following the Y5 curriculum. In 2028-2029, the full Opening Worlds curriculum will be in place across KS2.