**Flowery Field Primary School**

History Curriculum Overview

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **EYFS**  **Nursery** | **Understanding the past – Focus on early memories:**  **What do we remember?** | Understanding the past –  Significant events in Science within living memory and beyond | Understanding the concept of time / change. Time lapse of plant growing (science link) |
| **EYFS**  **Reception** | **Understanding the past – Focus on early memories:**  **What do we remember?**  **What do our families remember?** |  |  |
| **Year 1** | **Changes within living memory and beyond in our locality: How has our school and its community changed over time?** | Beyond Living Memory – History of the Seaside towns and comparison to the town of Hyde/our community | Beyond Living Memory: Traditional Tales |
| **Year 2** | **Changes within living memory and beyond in Britain: Focus on Victorians: What was it like to be a Victorian child compared to being a child today?** | Beyond Living Memory – Manchester and cotton (Science link) | Beyond Living Memory – Key Historical Figure (Science link) |
| **Year 3** | **Early Civilisations: What was life in Stone Age Britain like in comparison to Stone Age Egypt?** | Ancient Civilisations – Pompeii (Science link) | Early agriculture (Science link) |
| **Year 4** | **Invaders and Settlers: Who made their home in Britain in the first Millennium CE and what was their impact?** | Industrial Revolution (Geography link) | History of puppet shows (DT link) |
| **Year 5** | **The Transatlantic Slave Trade: What was the Transatlantic Slave Trade and what was Britain’s involvement?** | Exploitation within Brazil – Favelas (Geography link) | Learning from the past – history of cinema (film project link) |
| **Year 6** | **History and Impact of War: What were the causes and consequences of Britain’s involvement in WW2?** | Inheritance and Evolution (Science link) | Key Historical Figure - Shakespeare (English and Creative Arts link) |