



## History Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<ul style="list-style-type: none"> <li>Say how they have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>Be aware of people and events from the past by sharing books and looking at photographs.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things that they have observed using simple scientific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things that they have observed using simple scientific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things that they have observed using simple scientific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some of the things that they have observed using simple scientific vocabulary.</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>Discuss how the local environment has changed over time using photographs and first-hand experiences.</li> <li>Share stories and talk about significant people who lived in the past.</li> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</li> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> <li>Explore the natural world around them and give simple descriptions, following observation, of changes.</li> <li>Share stories and talk about events in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> <li>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life</li> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures</li> <li>Explore and talk about important events in the school or locality's history</li> <li>Put familiar events in chronological order, using pictures and discussion</li> <li>Talk about past and present events in their own lives and those who are important to them</li> <li>Explore and talk about pictures, stories and information books on the theme of royalty</li> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</li> <li>Share stories and talk about events in the past</li> <li>Recognise and discuss how they have changed from when they were babies</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Put familiar events in chronological order, using pictures</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> <li>Share stories and talk about events in the past.</li> <li>Record observations about the way the local environment changes throughout each season.</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> </ul>	<ul style="list-style-type: none"> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.</li> </ul>	<ul style="list-style-type: none"> <li>Past Present; People cultures and communities; the natural world</li> <li>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then</li> <li>Represent scientific observations by mark making, drawing or creating simple charts and tables.</li> <li>Offer explanations for why things happen, making use of vocabulary, such as, because, then and next</li> <li>Describe some similarities and differences between things in the past and the present.</li> <li>Take photographs, draw simple picture maps and collect simple data during fieldwork activities.</li> </ul>

**Year 1**

- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- Identify special people, what makes them special and how they should be treated.
- Identify the stages that people go through as they grow older and recognise that their responsibilities, needs and lifestyles change over time.
- Order information on a timeline.
- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- Order information on a timeline.
- Describe an aspect of everyday life within or beyond living memory. View progression
- Express an opinion about a historical source.
- Describe an aspect of everyday life within or beyond living memory.
- Describe a significant historical event in British history.
- Describe how a place or geographical feature has changed over time.
- Identify the characteristics of a settlement.
- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- Order information on a timeline.
- Recognise that time moves forward, and changes happen over time, including

- Describe the role of a monarch.

- Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).
- Order information on a timeline.
- Describe important events in the school's history
- Describe an aspect of everyday life within or beyond living memory. View progression
- Describe changes within or beyond living memory.
- Describe an aspect of everyday life within or beyond living memory.
- Use a range of historical artefacts to find out about the past.
- Use a range of historical artefacts to find out about the past. View progression.
- Express an opinion about a historical source.
- Create stories, pictures, independent writing and role play about historical events, people and periods.
- Understand the term significant and explain why a significant individual is important. View progression
- Identify some key features of a significant historical event beyond living memory.
- Describe how a place or geographical feature has changed over time.

- Describe an aspect of everyday life within or beyond living memory.
- Identify similarities and differences between ways of life within or beyond living memory.
- Create stories, pictures, independent writing and role play about historical events, people and periods.
- Order information on a timeline.
- Use subject-specific vocabulary to explain and describe.
- Describe how they can contribute to the life of the class and school.

		<p>physical and emotional changes.</p> <ul style="list-style-type: none"><li>• Identify similarities and differences between ways of life within or beyond living memory.</li><li>• Describe an aspect of everyday life within or beyond living memory.</li><li>• Use a range of historical artefacts to find out about the past.</li><li>• Create stories, pictures, independent writing and role play about historical events, people and periods.</li><li>• Participate in group talk, role play and performances.</li><li>• Create stories, pictures, independent writing and role play about historical events, people and periods.</li><li>• Identify similarities and differences between ways of life within or beyond living memory.</li><li>• Listen carefully and respond to others.</li></ul>				
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# SEATON ACADEMY

Year 2

**Movers and Shakers**

Historical models; Exploring significance; Local historically significant person; Historical vocabulary; Chronology and timelines; Historically significant artists, activists, explorers, monarchs and scientists; Facts and opinions; Memorials; Significant people – Captain James Cook, Christopher Columbus, Claude Monet, Elizabeth Fry, Emmeline Pankhurst, Florence Nightingale, Henry VIII, Isaac Newton, Joseph Lister, Mahatma Gandhi, Marie Curie, Martin Luther King Jr, Mary Anning, Neil Armstrong, Paul Cezanne, Queen Victoria, Roald Amundsen, Rosa Parks, Vasco da Gama, Vincent van Gogh, William Shakespeare

- Describe and explain the importance of a significant individual's achievements on British history.
- Describe how an aspect of life has changed over time.
- Describe, in simple terms, the importance of local events, people and places.
- Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.
- Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.
- Sequence significant information in chronological order.
- Use historical models to make judgements about significance and describe the impact of a significant historical individual.
- Use historical sources to begin to identify viewpoint.

**Coastline - Jobs in the past;**  
**Significant people – Captain Cook**

- Describe the everyday lives of people in a period within or beyond living memory.
- Describe what it was like to live in a different period.
- Use historical models to make judgements about significance and describe the impact of a significant historical individual.

**Magnificent Monarchs**

Historical vocabulary; Historical periods; Timelines; Power and rule; Historical artefacts; Significant people - Alfred the Great, William the Conqueror; Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II; Bayeux tapestry; Feudal system; Actions and impact; Historical models

- Describe and explain the importance of a significant individual's achievements on British history.
- Describe how an aspect of life has changed over time.
- Describe the hierarchy of a past society.
- Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.
- Explain why an event from the past is significant.
- Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.
- Sequence significant information in chronological order.
- Use historical models to make judgements about significance and describe the impact of a significant historical individual.
- Use the historical terms year, decade and century.

SEATON  
ACADEMY