



## History Long Term Overview

Reception						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Celebrations	Polar Regions	Farm to Fork	Growing	Seaside
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	Chatter Boxes – children bring in photos, toys and other objects to help them talk about their home life and events in the past  Sequencing pictures from baby to adult	Adding Guy Fawkes to the class timeline. Is it a small amount of time ago or long ago? Is it before or after Mrs ? started school?  Talking about their personal experiences of celebrations – their 4 <sup>th</sup> birthday, Bonfire Night, Christmas, etc.	Adding Captain Scott to the class timeline. Is it a small amount of time ago or long ago? Is it before or after Mrs ? started school? Guy Fawkes?	Talk about their personal experience of visiting a farm – eg. Finkley Down.		Talking about personal experience of holidays and going to the seaside or aquariums
<b>Characteristic features</b> of period/ person/ events studied	Talking about what they can do/ what they are like now and comparing this to when they were a baby			Learning about tractors/ equipment from the past.		
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	Learning about different people in their family discussing differences in their childhood to their parents'/grandparents'/ teacher's childhood.	Learning about Guy Fawkes and what it was like to live in London in 1605.	Learning about Captain Scott's expedition across the Antarctic.	How has farming changed? What is the same? What is different?		Learning about different people in their family discussing differences in their childhood to their parents'/grandparents'/ teacher's childhood.
<b>Cause/ consequence</b> Why people did things/ causes and results of events and changes		How have things changed? Link to right – Article 14 I have the right to have my own thoughts and beliefs and to choose my religion, with my	How have explorer's expeditions changed since Captain Scott in 1911?			



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		parents' guidance.				
<b>Historical Significance</b>	Create a Chatterbox to share people and events from their past.	Bring in a photo from their 4 <sup>th</sup> birthday to share with the class.				Bring in photos from past holiday or seaside experiences to share with the class.
<b>Historical Interpretation</b> Explore ways we find out about the past and how it is represented	Circle times/ group chats.  Look at and talk about photos from their past.  Look at and talk about photos from their teachers past.	Using non-fiction books and the internet.  Paintings from this period in time give us lots of information.	Using non-fiction books and the internet.  Photos from the expedition give us lots of information.	Using non-fiction books and the internet.		Using non-fiction books and the internet.
<b>Historical enquiry</b> Asking /answering questions; using sources to find answers and show understanding	Continuous and enhanced provision activities	Continuous and enhanced provision activities	Continuous and enhanced provision activities	Continuous and enhanced provision activities		Continuous and enhanced provision activities



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Year One						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stop, Look Listen	Our Toy Story Change within living memory	Once Upon a Time	Bow and Curtsy Queens Comparing Elizabeth I, Victoria & Elizabeth II and life at time each lived	Wish You Were Here	Food Glorious Food
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary		Sort real toys/ pictures into chronological order		Locate each queen's reign/ life on timeline		
<b>Characteristic features</b> of period/ person/ events studied		Characterized by change from outdoor play to indoor/ electronic toys Characterized by materials and how they have changed		Queen or not a queen? Role on the Wall: A Queen inside and out. Role Play being a Queen		
<b>Change/ continuity</b> Similarities & differences between ways of life at different times		Appreciate some toys have remained largely unchanged over long periods (Lego)		Changes in transport and communication between the three Queens' reigns		
<b>Cause/ consequence</b> Why people did things/ causes and results of events and changes		Consequences of change to indoor sedentary play detrimental to children's health				
<b>Historical Significance</b>		Create a toy museum to show and talk about special toys to their parents/ grandparents		Queen's Banquet and create a presentation about the three Queens, only choosing 3 items to display/ show for each Queen.		



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<p><b>Historical Interpretation</b> Explore ways we find out about the past and how it is represented</p>		<p>Trip to Milestones Museum Use non-fiction</p>		<p>Queen's enquiry pack Artefact box</p>		
<p><b>Historical enquiry</b> Asking /answering questions; using sources to find answers and show understanding</p>		<p>Interviewing adults/ older children about their childhood toys.</p>		<p>Queens box, portraits, books, websites, royal memorabilia (Victoria &amp; Elizabeth II) Role Play being a Queen Visit from 'the Queen'</p>		



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Year Two						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Oakley Under Investigation Local Study	Fire Fire! Great Fire of London Significant national event beyond living memory	Up, Up and Away! Neil Armstrong and Amy Johnson Significant individuals	The Adventures of Flat Stanley	That Sinking Feeling Sinking of the Titanic National/ international significant event	Where in the World is Kloof?
<b>Chronology</b> sequencing events/ objects in time; using chronological vocabulary	Create pictorial timeline of school, link to major events e.g. monarchs war	Place event on timeline. Retell story orally/ by picture timeline	Locate their lifetimes on class timeline. Create a pictorial story timeline of them		Place event on timeline. Retell story orally/ by pictorial timeline	
<b>Characteristic features</b> of period/ person/ events studied	School equipment and resources  School uniform/ dress  Roads and vehicles	Building materials/ firefighting methods partially responsible for amount of damage – explore via artefacts from History Centre	Gender restrictions at the time for Amy Johnson		International travel meant sailing across oceans, not flying	
<b>Change/ continuity</b> Similarities & differences between ways of life at different times	Use pictures/ maps/ accounts of how the school/ village has changed over time. What has stayed the same?	Looking at building materials/ firefighting equipment then and now	Life and times of Neil Armstrong compared to Amy Johnson		International travel	
<b>Cause/ consequence</b> Why people did things/ causes and results of events and changes	Look into the change of location of the school/ additional houses to the village, London overspill project – Basingstoke as a new town.	Identifying causes of the fire and its spread and exploring changes made when London rebuilt	What happened because of these discoveries, space travel, medical advancement, knowledge of universe?		Why Titanic sank? Post sinking improvements to safety requirements	
<b>Historical Significance</b>	Create a display of changes to the school/ village	Create a news report, telling everyone about the important people and events, giving a	Create a museum/ monument display about Neil Armstrong's/ Amy Johnson's		Examine the continued and widespread interest in this story, why is it still remembered?	



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		simple historical account	discoveries and how they are recognised today and in the past			
<b>Historical Interpretation</b> Explore ways we find out about the past and how it is represented	Maps, photos, books, possible visit from previous pupils at Oakley Infants,	Books describe event differently/ give different numbers for those killed. 'Eye witness' Reliability of Samuel Pepys diary	Look at the effect discoveries have on future		Explore Titanic memorabilia. Visit Sea city Museum in Southampton	
<b>Historical enquiry</b> Asking /answering questions; using sources to find answers and show understanding	Interviewing parents/ grandparents/ other adults/ older children about the school during their childhood	Diary, videos, images of objects, London Gazette copy, tax return Samuel Pepys, teacher in role	Videos, images of objects/ equipment, written accounts, pictures. Space Day, Debate about 'Was it worth it?'		Pictures, written accounts, websites, videos, artefacts at Sea City Museum	