



Wistaston Academy  
 Inspiring the future. Nurturing the present. Empowering the past.

History Curriculum Overview						
Classes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	People Who Help Us: At Home/ At Nursery Starting Nursery <b>5 senses</b> Look, Listen, Touch, Taste, Smell		People Who Help Us: Keep Safe/Stay Healthy		People Who Help Us: Grow Food Minibeasts/growing	
<b>Reception</b>	It's good to be me and this is where I belong	Wild in Crewe	Life cycles Growing	Castles and dragons	Our wonderful wild world	Super Heroes/ Inspirational people
<b>Year 1</b>	<p><b>All about me</b></p> <p>Changes within living memory: Compare and contrast aspects of grandparent's lives with their own</p> <p>Significant events people and places in their own locality: The history of Bentley Motors</p>	<p><b>Travel and Transport</b></p> <p>Events beyond living memory: The first aeroplane flight</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements: The Wright Brothers</p> <p>Significant events people and places in their own locality: The history of Crewe railway station</p>	<p><b>The Toy Shop</b></p> <p>Changes within living memory: How have toys and toy shops changed over time.</p> <p>History of Lego</p>	<p><b>Wonderful Weather</b></p> <p>Lives of significant individuals in the past who have contributed to national and international achievements: Ernest Shackleton</p> <p>Christopher Columbus</p>	<b>In the Woods</b>	<b>Amazing Animals</b>
<b>Year 2</b>	<p><b>Seaside</b></p> <p>Changes within living memory: The history of the seaside</p> <p>Significant events people and places in their own</p>	<b>Houses and Homes</b>	<p><b>China</b></p> <p>Local history: The Potteries and the development of the Willow Pattern</p>	<p><b>London</b></p> <p>Events beyond living memory The Great Fire of London</p> <p>Local history: Fire of Nantwich</p>	<b>Let's grow</b>	<p><b>Food</b></p> <p>Changes within living memory: How has food changed?</p> <p>Lives of significant individuals in the past who</p>

	locality: Linking history of Crewe with the history of the seaside (impact of the railway)					have contributed to national and international achievements: Mrs Beeton Mary Berry
<b>Year 3</b>	Changes in Britain from the Stone Age to the Iron Age: What was new about the New Stone Age?		Changes in Britain from the Stone Age to the Iron Age: How unpleasant were the Bronze and Iron Ages?		The achievements of the earliest civilizations: How much did the Ancient Egyptians achieve?	
<b>Year 4</b>		The Roman Empire and its impact on Britain: What happened when the Romans came?		A local history study: What was important to our local Victorians?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: Is it better to be a child now or in the past?
<b>Year 5</b>	Britain's settlement by Anglo-Saxons and Scots: What impact did the Anglo Saxons have?		A non-European society that provides contrasts with British history: Why should we remember the Maya?		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor: Would the Vikings do anything for money?	
<b>Year 6</b>		A local history study: How did World War Two impact our local area?		Ancient Greece: Why should we thank the Ancient Greeks?		A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 How have civil rights changed in Britain?

# History Long Term Plan and Progression of Skills and Knowledge

*In the Early Years Unit, the foundations of historical skills and knowledge are taught through Understanding the World and Communication and Language. In Years 1 and 2 history is taught through half termly topics. Each year group from Years 3 to 6 are taught three History topics per year.*

## Development Matters and Early Years Foundation Stage Framework

### Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### **Three- and four-year olds:**

- Begin to make sense of their own life story and family's history.

#### **Reception:**

- Comment on images of familiar situations in the past.

#### **ELG:**

- Talk about the lives of people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.
- Understanding the past through settings, characters and events encountered in books read in class and storytelling.

### Communication and Language

#### **Three- and four-year olds:**

- Enjoy listening to longer stories and can remember much of what happens.
- Understand 'why' questions, like: "Why does a castle have drawbridge?"
- Use a wider range of vocabulary.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

- Start a conversation with an adult or a friend and continue it for many turns.

**Reception:**

- Listen to and talk about stories to build familiarity and understanding.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Learn new vocabulary.
- Use new vocabulary throughout the day.
- Use new vocabulary in different contexts.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail.
- Ask questions to find out more and to check they understand what has been said to them.
- Connect one idea or action to another using a range of connectives.

**ELG:**

- **Listening**

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- **Speaking**

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

**Curriculum Early Years Foundation Stage**

<b>Finding Out About the Past (Chronology)</b>	<ul style="list-style-type: none"> <li>• Talk about and share experiences of the past and present modelling and encouraging use of appropriate tenses.</li> <li>• Talk about and describe artefacts from the past and present.</li> <li>• Record memories of special events e.g. making a book, collecting photographs, audio recording, drawing and writing.</li> </ul>
<b>Finding Out About the Past (Enquiry)</b>	<ul style="list-style-type: none"> <li>• Use simple everyday terms to describe the passing of time e.g. new and old, now and then etc.</li> <li>• Talk about own life and those of people I know.</li> <li>• Sequence objects and every day events within experience, in time order e.g. school day (visual timeline).</li> <li>• Talk about events in their life e.g. growing- babies, toddlers, starting school, moving on.</li> </ul>

	<ul style="list-style-type: none"> <li>Reminding of and revisiting past learning/events in their school life.</li> </ul>	
<b>Historical Events</b>	<ul style="list-style-type: none"> <li>Talk about events in my life and the lives of people I know- spoken and written recount of experiences.</li> <li>Linking past events with current news e.g. moon landing celebrations.</li> </ul>	
<b>Lifestyles of People in the Past</b>	<ul style="list-style-type: none"> <li>Talk about and describe my home and the way I live e.g. day to day life, things I do, my house, my family etc.</li> <li>Opportunities to role-play lifestyles e.g. in the role-play area, though dressing up, appropriate resources.</li> </ul>	
<b>Significant Historical People</b>	<ul style="list-style-type: none"> <li>Talk about important people in my life and those of people I know.</li> <li>Introduce people/animals beyond living memory through stories e.g. dinosaurs, knights, mammoths.</li> </ul>	
<b>National Curriculum Key Stage One</b>		
<p><i>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i></p>		
<b>Curriculum Key Stage One</b>		
<b>Historical Knowledge</b>	Constructing the past	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework.</li> <li>Pupils study historical periods, some of which they will study more fully later.</li> </ul>
	Sequencing the past	<ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework.</li> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>
<b>Historical Concepts</b>	Change and Development	<ul style="list-style-type: none"> <li>Identify similarities and differences between the ways of life in different periods.</li> <li>Study changes within living memory.</li> </ul>
	Cause and Effect	<ul style="list-style-type: none"> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>Study the lives of significant individuals who contributed to national and international achievements.</li> </ul>
	Significance and interpretations	<ul style="list-style-type: none"> <li>Understand some of the ways in which they find out about the past and identify different ways in which it is represented.</li> </ul>
<b>Historical Inquiry</b>	Planning and carrying out a historical enquiry	<ul style="list-style-type: none"> <li>Ask and answer questions.</li> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>Use a wide vocabulary of everyday historical terms.</li> </ul>
	Using sources as evidence	<ul style="list-style-type: none"> <li>Understand some of the ways in which they find out about the past and identify different ways in which is represented.</li> </ul>

### National Curriculum Key Stage Two

*Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*

#### Curriculum Lower Key Stage Two

<b>Historical Knowledge</b>	<b>Constructing the past</b>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British, local and world history.</li> <li>• Establish clear narratives within and across the periods they study.</li> <li>• Understand overview and depth.</li> </ul>
	<b>Sequencing the past</b>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul>
<b>Historical Concepts</b>	<b>Change and development</b>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Note connections, contrasts and trends over time.</li> </ul>
	<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about cause.</li> </ul>
	<b>Significance and interpretations</b>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about significance.</li> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>Historical Inquiry</b>	<b>Planning and carrying out a historical enquiry</b>	<ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation.</li> <li>• Develop appropriate use of historical terms.</li> </ul>
	<b>Using sources as evidence</b>	<ul style="list-style-type: none"> <li>• Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>

#### Curriculum Upper Key Stage Two

<b>Historical Knowledge</b>	<b>Constructing the past</b>	<ul style="list-style-type: none"> <li>• Establish clear narratives within and across the periods they study.</li> <li>• Note connections, contrasts and trends over time.</li> <li>• Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</li> </ul>
	<b>Sequencing the past</b>	<ul style="list-style-type: none"> <li>• Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul>
<b>Historical Concepts</b>	<b>Change and development</b>	<ul style="list-style-type: none"> <li>• Address and devise historically valid questions about change, similarity and difference.</li> <li>• Note connections, contrasts and trends over time.</li> </ul>

	<b>Cause and effect</b>	<ul style="list-style-type: none"> <li>Address and devise historically valid questions about cause.</li> </ul>
	<b>Significance and interpretations</b>	<ul style="list-style-type: none"> <li>Address and devise historically valid questions about significance.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>
<b>Historical Inquiry</b>	<b>Planning and carrying out a historical enquiry</b>	<ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation.</li> <li>Develop appropriate use of historical terms.</li> </ul>
	<b>Using sources as evidence</b>	<ul style="list-style-type: none"> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul>

<b>Nursery</b>		
<p>People Who Help Us: At Home/ At Nursery Starting Nursery/Senses Autumn/Winter</p>	<p>People Who Help Us: Keep Safe/Stay Healthy Winter/Spring</p>	<p>People Who Help Us: Grow Food Minibeasts/Growing Spring/Summer</p>
<p>Children will use photographs and draw images to support them to talk about the people in their lives e.g. their immediate family. Children will learn about who helps them in the nursery and talk about people who help them at home e.g. mum, dad, grandparents. They will role play families and daily home routines in the Home Corner kitchen. Children will talk about special events in their lives e.g. Bonfire Night, Children in Need, Christmas. They will learn about the</p>	<p>Children will continue to use photographs and draw images to support them to talk about the people in their lives e.g. their immediate family. Children will learn about people who help them in the community e.g. police, doctor, vets, refuge collectors. They will continue to role play families and daily home routines in the Home Corner. Children will talk about special events in their lives e.g. New Year, Easter, Mother's Day. They will learn about the lifestyles of people in the</p>	<p>Children will continue to use photographs and draw images to support them to talk about the people in their lives e.g. their immediate family. Children will learn about people who help them in the community e.g. farmers. They will continue to role play families and daily home routines in the Home Corner. Children will talk about special events in their lives e.g. Father's Day, Moving on to Reception. They will learn about the lifestyles of people in the present by</p>

lifestyles of people in the present by re-enacting the role of a fire fighter in a fire station and use small world resources.	present by re-enacting the role of a builder, nurse/doctor in the builder's yard, vets, doctors and use small world resources.	re-enacting the role of a shopkeeper in a garden centre, supermarket and use small world resources.			
Children will learn the sequence of the day using a visual timeline and use this daily to refer to the time order of daily events. They will learn about the days of the week from the visual timeline. Children will learn about months of the year and know when their birthday occurs and to begin to recognise when their peer's birthdays are during the year through the 'birthday display' and birthday card celebrations. They will learn to use time words to recount home and school experiences/ events with their peers during Holiday and Weekend News and Wow learning moments.					
<b>Reception</b>					
It's good to be me and this is where I belong	Wild in Crewe	Life cycles Growing	Castles and dragons	Our wonderful wild world	Super Heroes/ Inspirational people
In this topic, children are introduced to history through looking at the differences between themselves as a baby and now as a reception pupil. They begin to understand their birth as an event in the past.	In this topic, children continue to deepen their understanding of the past by visiting Queens Park, a local area of historical importance and looking at how it has changed over time. They learn about Queen Victoria, who the park is named after, and through the use of stories, they begin to compare her with Queen Elizabeth II.	Although this topic is not history based, the children will continue to use the language of then and now to talk about the changes in the lifecycle. They will use stories to learn about and discuss the changes that they can see.	In this unit, the children will explore a real castle. Through fictions and non-fiction books, they will find out about the lives of the people who lived there and use vocabulary such as king, queen and knight. From the stories that they read, they will draw out common themes such as bravery.	Although this topic is not history based, the children will still use the theme of 'Let's explore' when they learn about animals around the world. Using a text, the children will learn about the work of David Attenborough. They will compare videos of him from the past with his present-day programmes.	In this topic, children learn about Shanaze Reade, a local BMX athlete who competed at the Olympics and won at the BMX World Championships three times. The children will visit the local BMX track, which is named after her. Using a text, the children will learn about the life of Marcus Rashford and draw out key themes such as kindness. They will then compare him with Gordon Banks, a member of the 1966 world cup. Using a text again, the children will learn about the life and work of Florence Nightingale and compare this with a modern nurse.
Children will learn the sequence of the day using a visual timeline and use this daily to recall the time order of daily events. They will learn about the days of the week/months of the year from the visual timeline. Children will learn about and know when their birthday occurs and to begin to recognise when					



their peer's birthdays are during the year through the 'birthday display' and birthday card celebrations. They will learn to use time words to recount home and school experiences/ events with their peers during weekly Tapestry Time e.g. What I did at the weekend/ school holiday/ sporting achievements, Wow learning moments in the correct sequence. They will use photographs and draw images to support them to talk about the people in their lives e.g. families, friends and recall special events that they share with them during Tapestry Time. During weekly News Time the children will learn about past and present news events.

### Year One

Over the year children will create a timeline. Each new event will therefore be studied in the context of the children's previous historical learning.

All about Me	Travel and Transport	Terrific Toys	Wonderful Weather	In The Woods	Amazing Animals
<p>Children will be introduced to the idea of a timeline as a tool to show the past. They will create their own timeline to show when they were born, compared with the birthdates of parents and grandparents. Children will study how life was different for people in their family when they were growing up. They will also find out about an important local industry, Bentley Motors, and its importance to Crewe.</p> <p><b>NC Objective:</b> Changes within living memory- How was their grandparent's childhood different?</p> <p><b>NC Objective:</b> Significant events people and places in their own locality-The history of Bentley Motors</p>	<p>Children will be visited by an aeroplane enthusiast who will fly a model plane over the school. They will then study the first aeroplane flight and learn about the significant individuals who were responsible, The Wright Brothers. They will also find out about the importance of the invention of trains and the railway to Crewe. These events will be added to the timeline.</p> <p><b>NC Objective:</b> Events beyond living memory- The First flight</p> <p><b>NC Objective:</b> Lives of significant individuals in the past who have contributed to national and international achievements: The Wright brothers</p> <p><b>NC Objective:</b> Significant events people and places in their own locality: The history of Crewe railway station</p>	<p>Children will find out about how toys have changed over time, from individual handmade toys to the mass produced toys of today. They will interview an older person who will tell them about what toys were like when they were young. They will learn in detail about the development of Lego.</p> <p><b>NC Objective:</b> Changes within living memory- Changes in toys over time.</p>	<p>Children will find out about the life and expeditions of Ernest Shackleton and Christopher Columbus. Through this, they will examine how different aspects of life have changed.</p> <p><b>NC Objective:</b> Lives of significant individuals in the past who have contributed to national and international achievements: Ernest Shackleton Christopher Columbus</p>		

### Year Two

Children will build on their previous learning and add new events studied in Year 2 to a timeline carried up from Year 1.

The Seaside	Houses and Homes	China	The Great Fire of London	Let's Grow	Food
<p>Children will visit Colwyn Bay and learn about how it has developed over time. They will link the development of the railway (studied in Year 1) with the growth of Colwyn Bay and other seaside resorts. They will investigate how seaside holidays have changed within living memory and find out about the birth of popular holiday camps such as Butlins.</p> <p><b>NC Objective:</b> Changes within living memory: How seaside holidays have changed within living memory</p> <p><b>NC Objective (Recap from Year 1):</b> Significant events people and places in their own locality: The history of Crewe railway station</p>		<p>Children will find out about how the Willow Pattern, inspired by Chinese design, was developed by potters in Stoke on Trent. They will learn about Stoke-on-Trent's nickname as 'The Potteries' and its significance to the worldwide pottery industry.</p> <p><b>NC Objective-</b> Significant events, people and places in their own locality: The development of the Willow pattern in The Potteries</p>	<p>Children will find out about The Great Fire of London. They will study how it started and create their own version of Samuel Pepys' diary. They will learn about the life of Charles II (monarch at the time of the Great Fire) and Elizabeth II (present day monarch) to compare how aspects of life has changed. Children will visit Nantwich Museum to find out about a similar fire which happened locally.</p> <p><b>NC Objective-</b> Events beyond living memory: Fire of London</p> <p><b>NC Objective-</b> Significant events, people and places in their own locality: Fire of Nantwich</p> <p><b>NC Objective-</b>Lives of significant individuals in the past who have contributed to national and international achievements: Samuel Pepys Christopher Wren</p>		<p>Children will investigate how food has changed over time. They will learn about Mrs Beeton, the famous Victorian cook and discover what cooking and food were like during this period. They will then investigate the recipes of the modern cook, Mary Berry. Children will then compare food across the two periods.</p> <p><b>NC Objective:</b> Changes within living memory - How has food changed over time?</p> <p><b>NC Objective:</b> Lives of significant individuals in the past who have contributed to national and international achievements: - Mary Berry Mrs Beeton</p>
<p><b>Year Three</b> Children will continue to build up a timeline of events, and study new units in the context of previous learning.</p>					
<p><b>What was new about the Stone Age?</b></p>		<p><b>How unpleasant were the Bronze and Iron Ages?</b></p>		<p><b>How much did the Ancient Egyptians achieve?</b></p>	
<p>Children will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age and what evidence there is from the</p>		<p>Children will explore the key features of the Bronze and Iron Ages, and come to conclusions about how difficult life was. They look at the developments that were made during the</p>		<p>Children will explore who the Ancient Egyptians were, what they did and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. <b>The National Curriculum Programmes of Study for History</b></p>	

period, particularly in the form of artefacts and monuments.	periods and discuss together which made the biggest impact on the standard of living.	require us to study Ancient Egypt in the context of three other early civilizations. These are The Shang Dynasty of Ancient China, Ancient Sumer and The Indus Valley. We recommend you spend some time either prior to or as part of the first lesson in this Unit introducing Egypt in relation to the other civilizations.
<b>Year Four</b> Children will continue to build up a timeline of events, and study new units in the context of previous learning.		
<i>What happened when the Romans came?</i>	<i>What was important to our local Victorians?</i>	<i>Is it better to be a child now or in the past?</i>
Children will learn about the lives, challenges and achievements of the Romans in Britain.	Children will investigate their local area during Victorian times. They will discover what remains from that period, and why that might be an issue today.	Children will explore how and why childhood has changed, looking at evidence to come to a decision as to whether it is better to be a child now than in the past.
<b>Year Five</b> Children will continue to build up a timeline of events, and study new units in the context of previous learning.		
<i>What impact did the Anglo Saxons have?</i>	<i>Why should we remember the Maya?</i>	<i>Would the Vikings do anything for money?</i>
Children will explore the world of the Anglo-Saxons, and why they came to Britain.	Children will explore the world of the Maya, and especially why most of the Maya seemed to die out around 900 ad.	Children will investigate the world of the Vikings and discover how we know how the Vikings lived.
<b>Year Six</b> Children will continue to build up a timeline of events, and study new units in the context of previous learning.		
<i>How did World War Two impact our local area?</i>	<i>Why should we thank the Ancient Greeks?</i>	<i>How have civil rights changed in Britain.</i>
Children will research the impact of World War Two on the area in which they live.	Children will look at a variety of sources that show political, social and cultural aspects of Ancient Greek life. They will consider the achievements and legacy of the Ancient Greeks, and how they influenced the world in which we live today.	Children will investigate how civil rights have changed in Britain over time.