

Speenhamland School

Subject Two Year Overview



YEAR A		HISTORY	
Key Stage	Autumn	Spring	Summer
EYFS	<p>Term 1: You Choose</p> <ul style="list-style-type: none"> Different features of ourselves <p>Term 2: Come and Join the Celebration</p> <ul style="list-style-type: none"> What do we celebrate? Remembrance day Christmas- The Nativity Story Guy Fawkes- bonfire night Diwali- Rama and Sita 	<p>Term 4: Every Picture tells a story</p> <ul style="list-style-type: none"> Famous people- Van Gogh, Georgia O Keefe Changes to ourselves- past to present 	<p>Term 6: Superheroes in the community</p> <ul style="list-style-type: none"> Significant people to us How we have change- past and present
KS1	<p>Term 1: Dinosaurs</p> <ul style="list-style-type: none"> Describe people and events in history. Identify and know where the people and events they study fit within a chronological framework <p>Term 2: Great Fire of London</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions about the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Describe objects, people or events in history. Use timelines to order events or objects or place significant people. 	<p>Local History: The Battle of Newbury</p> <ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Ask questions about the past. 	<p>Seasides</p> <ul style="list-style-type: none"> Identify similarities and differences in different periods Ask questions about the past. Look at evidence to give and explain reasons why people in the past may have acted in the way they did.
LKS2	<p>Stone Age</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history Address and devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information 		<p>The Americas</p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of world history Understand how our knowledge of the past is constructed from a range of sources.

	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist 		
UKS2	<p>Ancient Egyptians</p> <ul style="list-style-type: none"> • Continue to develop a chronologically secure knowledge and understanding of world history • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist • Note connections, contrasts and trends over time and develop the appropriate use of historical terms • Construct informed responses that involve thoughtful selection and organisation of relevant historical information 		<p>Ancient Greece</p> <ul style="list-style-type: none"> • Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires • Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference • Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist • Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • Understand the methods of historical enquiry, how evidence is used to make historical claims