

Bullion Lane Primary School

History Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Children talk about differences between people and what they notice.</li> <li>• Children explore similarities between different families, as well as discussing differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory</li> <li>• Children talk about who is in their family.</li> <li>• Children talk about what they do as a family.</li> <li>• Children learn that there are lots of different types of families.</li> <li>• Children learn that people celebrate festivals.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Spend time with children talking about photos and memories.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Children learn to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Children explain the concepts of growth, change and decay with natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Events beyond living memory</li> <li>• Children discuss clothes worn by children in the past.</li> <li>• Children can discuss monarchs from the past including clothes they wore.</li> </ul>
Reception	<p>Talk about members of their immediate family and community.</p> <p>Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.</p>	<p>Name and describe people who are familiar to them.</p> <p>Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.</p>	<p>Comment on images of familiar situations in the past.</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling.</p>	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	

<b>Cycle A</b> <b>Year 1/2</b>		<u>Events beyond living memory -</u>  <u>Travel and Transport</u> <u>Changes In Britain –</u>  <u>Stone Age to Iron Age</u>		<u>Significant Individuals -</u>  <u>Kings and Queens</u> <u>Early Civilisation –</u>  <u>Ancient Egypt</u>		<u>Changes in Living Memory -</u>  <u>Toys</u>
<b>Cycle A</b> <b>Year 3/4</b>						<u>The Vikings &amp; Anglo Saxons -</u> <u>Struggle for the Kingdom</u>
<b>Cycle A</b> <b>Year 4/5</b>	<u>History Beyond Europe -</u>  <u>Benin</u>		<u>British History -</u>  <u>Leisure and Entertainment</u>		<u>Local History –</u>  <u>The Railways</u>	
<b>Cycle A</b> <b>Year 5/6</b>	<u>Britain Beyond 1066 –</u>  <u>The Tudors</u>		<u>History Beyond Europe –</u>  <u>Mayan Civilisation</u>		<u>Local History –</u>  <u>Coal Mining</u>	

<b>Cycle B</b> <b>Year 1/2</b>		<u>Events beyond living memory -</u> <u>The Great Fire of London</u>		<u>Local History –</u> <u>Front Street,</u> <u>Chester-Le-Street</u>		<u>Significant Individuals</u> <u>-</u> <u>Explorers</u>
<b>Cycle B</b> <b>Year 3/4</b>		<u>The Roman Empire -</u>  <u>Its impact on Britain</u>		<u>Britain’s Settlement by</u> <u>Anglo Saxons &amp; Scots</u>		<u>Local History –</u>  <u>Durham Cathedral</u>
<b>Cycle B</b> <b>Year 4/5</b>	<u>History Beyond Europe</u> <u>-</u> <u>Benin</u>		<u>British History -</u>  <u>Leisure and Entertainment</u>		<u>Local History –</u>  <u>The Railways</u>	
<b>Cycle B</b> <b>Year 5/6</b>	<u>British History -</u>  <u>WW2</u>		<u>Ancient Greece –</u>  <u>Achievements and Influence</u>		<u>Thematic Study –</u>  <u>Education</u>	