

NICER curriculum | History Overview – EYFS and KS1



	Autumn	Spring	Summer
N	<p>You and Me <i>Can we show and tell?</i></p> <p>Family members come in to school to talk about objects which are special to them. Children use photographs to create their time line.</p>	<p>It's a Small World <i>How can we dress our toys and teddies?</i></p> <p>Children explore and discuss the story of the Chinese New Year and how it was celebrated in the past and now.</p>	<p>A Whole New World <i>Where might we travel in the world?</i></p> <p>Children will talk about past events in a personal context.</p>
R	<p>A Big Adventure <i>How can we create a resource pack to tell someone everything they need to know about our big adventure?</i></p> <p>Children will research and understand the importance of key events, dates, time periods and famous people related to the study of an area of exploration, adventure or transportation.</p>	<p>A Real World <i>How can we tell a story?</i></p> <p>Children learn to explore our local community and cultures through looking at local history.</p> <p>They use talk to organise and sequence events.</p>	<p>A Magical World <i>How can we explore our forest school and make it really magical?</i></p> <p>Children will explore the area of the Forest and look at historical stories, fact and fiction to understand the idea of the past.</p>
1	<p>Far Far Away <i>How can the three Billy goats gruff get to their field without crossing the bridge and meeting the troll?</i></p> <p>Children use stories to distinguish between fact and fiction, focusing on traditional tales</p>	<p>The Jolly Farmer <i>How can we create a healthy food tasting festival for our families?</i></p> <p>Children focus on the theme of Food and use historical events in people's lives to help their enquiry, including research skills</p> <p>They recognise why people did things, why events happened and what happened as a result.</p>	<p>Buckets and Spades <i>Plan and design a gallery that brings the seaside to the city</i></p> <p>Children will learn about different localities, seaside past and present and the experience of a trip to the seaside.</p> <p>They will use objects and artefacts to understand the period of time, matching these to ages. They will recognise the difference of the past to the time that we live in now.</p>
2	<p>Sparks will Fly <i>How can we tell the story of fire creatively?</i></p> <p>Children will study the key period of history that was the Great Fire of London, and use the key events that took place to compare and contrast to the difference in life now and in the future.</p> <p>They will compare different recounts of events and the sources that allow us to know what happened in the past. They will creatively communicate their understanding of this period of time and that since.</p>	<p>Up, Up and Away <i>How can we make something fly?</i></p> <p>Children will explore in outline some aspects of the History of Aviation.</p> <p>They will work as Historical enquirers to research and use different methods and resources to complete this task.</p>	<p>The Really Rural Show <i>How can we recreate the countryside in our environment?</i></p> <p>Children use artifacts, photos and key events to recognise why people did things, and why things happened. They compare the difference in time between now and the past based through the theme.</p> <p>Why was the countryside important in the past? How was it different in cities in the past? Time focus: Victorians – what was it like in the city? What was it like in the countryside? What was Stafford like in the past? Was it more rural? What was in the town? What was London like in the past?</p>



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3	<p>A Big Adventure <i>How can we create a resource pack to tell someone everything they need to know about our big adventure?</i></p> <p>Children will research and understand the importance of key events, dates, time periods and famous people related to the study of an area of exploration, adventure or transportation.</p> <p>They will cover at the appropriate levels historical enquiry skills, chronology, interpretation of history and communicate their findings to an audience through the production of a resource pack</p>	<p>A Day at the Museum <i>How can we run our own pop-up museum?</i></p> <p>Children will explore a variety of information sources and develop new skills as they plan and develop a pop up museum, featuring Ancient Greek artefacts, Natural History, Toys and Fashion.</p> <p>They will focus on a number of historical skills including understanding and presenting timelines to communicate with an audience; and a large focus on historical artefacts. They will also connect to the role of museums in society.</p>	<p>Dinosaur Stomp! <i>How can we bring dinosaurs back to life through dance?</i></p> <p>Children will creatively investigate a period of history before mankind; the time of the Dinosaurs. They will investigate what can be known and found out about this period, supported by a Paleontologist,</p> <p>They will use first and second hand sources to conduct their research and begin to present their findings through different methods of communication.</p>
4	<p>Bolts n' Bones <i>Create an animation to show how the body works</i></p> <p>They will cover at the appropriate levels historical enquiry skills, chronology, interpretation of history and communicate their findings to an audience through the production of a resource pack</p>	<p>Time Traveller <i>How can you produce a short movie on the history of the world?</i></p> <p>Throughout the spring term, children will learn about different periods of time (Ancient Egyptians and Vikings) and compare them. They will use their understanding of these periods to present key findings in the form of a short movie to share with an audience.</p>	<p>Crazy Contraptions <i>Can we design and make a product which solves a problem?</i></p> <p>Children will investigate the development of a variety of products including the development of computers, the internet and transport. They will enquire into these developments and use chronology as a way of understanding the process. Their findings of developments will help them shape ideas for the future.</p>
5	<p>Pillars and Drains <i>How can we help the community?</i></p> <p>Children will investigate different communities so that can create an effective community day, including the growth and development of Smethwick.</p>	<p>Food v Man <i>How can we set up a healthy tuck shop to run in the school?</i></p>	<p>Castle Attack! <i>How can you design an attack proof castle?</i></p> <p>Children will investigate castles and their locations. They will have the opportunity to explore Stafford Castle as a key case study.</p> <p>They will explore in an in-depth way the period of history associated with Castles and the way of life that would have been undertaken by people living at that time.</p>
6	<p>Super Sudz <i>How can we design and produce organic soap?</i></p> <p>Children will research different soaps and methods of cleaning throughout history. They will understand why and how products got developed for people.</p> <p>Their investigation into these dates and times in history will allow them to present their own ideas in the modern day influenced by the past.</p>	<p>Goblins and Ghouls <i>Create our own chronicles</i></p>	<p>The Final Countdown <i>How can we set up a VPA events promotion company?</i></p>