

## HISTORY CURRICULUM OVERVIEW

History at Fulwell Infant School Academy

### CURRICULUM IMPLEMENTATION

Our history curriculum begins with children's own experiences, encouraging them to explore their personal history, family traditions, and changes within living memory. As their knowledge develops, children learn about significant events and individuals from the past, making connections between different periods of history and their own lives. Through the use of artefacts, storytelling, historical sources, educational visits, and enquiry-based learning, children are encouraged to ask questions, investigate evidence, and think critically about the past. They learn that history can be interpreted in different ways and begin to understand how historians use evidence to build knowledge about past events. Our curriculum is carefully sequenced to ensure that historical knowledge, vocabulary, and skills are built progressively from the Early Years Foundation Stage through Key Stage 1.

We aim for all children to leave our school with a secure understanding of key historical concepts, an appreciation of the diversity of human experience, and a lifelong interest in learning about and from the past.

Year Group	Autumn Term	Spring Term	Summer Term
Nursery	<p><b>Lines of Enquiry:</b> <i>Shall We Be Friends? / Let's Explore Together / Why are the Leaves Falling? How many Colours?</i></p> <p><b>Learning:</b> Explore family and understand simple time concepts, talk about things that have already happened. Know about some key events of the past.</p> <p><b>Skills:</b> Talking about family, sequencing events and using language of time.</p>	<p><b>Lines of Enquiry:</b> <i>Where Does it Snow? / What Will it Be?</i></p> <p><b>Learning:</b> Explore events, artefacts and pictures from the past. Use language related to the passing of time.</p> <p><b>Skills:</b> Asking questions and recognising change and the passing of time.</p>	<p><b>Lines of Enquiry:</b> <i>Happy Helpers: What do they do? / Who Lives There?</i></p> <p><b>Learning:</b> Explore communities and differences. Talk about significant events in own life.</p> <p><b>Skills:</b> Compare families and identify old/new. Sequencing events including those in stories.</p>
Reception	<p><b>Lines of Enquiry:</b> <i>What's in my World? / Let's all Celebrate!</i></p> <p><b>Learning:</b> Family, celebrations and past events. Begin to identify differences and similarities between past and present day. Learn about some key events in history.</p> <p><b>Skills:</b> Identify similarities and differences between</p>	<p><b>Lines of Enquiry:</b> <i>Does it Move? How does it change? / The Past and Pre-historic World</i></p> <p><b>Learning:</b> Talk about the past through stories, non-fiction books and artefacts. Explore ways to represent the past (photographs, artefacts, fossils and stories). The pre-historic world including dinosaurs.</p>	<p><b>Lines of Enquiry:</b> <i>How Many Legs? / Where would you like to go? How will we get there?</i></p> <p><b>Learning:</b> Talk about events over time. Comment on objects from the past.</p> <p><b>Skills:</b> Sequencing and describing change. Using vocabulary related to the past.</p>

Year Group	Autumn Term	Spring Term	Summer Term
	past and present day. Sequence events on a simple timeline.	<b>Skills:</b> Compare past and present. Use vocabulary related to the passing of time.	
<b>Year 1</b>	<p><b>Topic: <i>The Victorians</i></b></p> <p><b>Learning:</b> Understanding past vs present and life in Victorian times. Naming objects from a Victorian home.</p> <p><b>Skills:</b> Comparing past and present, identifying changes over time.</p>	<p><b>Topic: <i>Historical Figures (Neil Armstrong / Rosa Parks)</i></b></p> <p><b>Learning:</b> Significant individuals and their impact on modern society.</p> <p><b>Skills:</b> Asking questions, using sources, understanding significance.</p>	<p><b>Topic: <i>Castles</i></b></p> <p><b>Learning:</b> Features of castles and local history (Hylton Castle).</p> <p><b>Skills:</b> Describing features, identifying purpose of historical buildings.</p>
<b>Year 2</b>	<p><b>Topic: <i>Great Fire of London</i></b></p> <p><b>Learning:</b> Significant historical event and its impact.</p> <p><b>Skills:</b> Sequencing events, using historical sources and similarities/differences between the past and present.</p>	<p><b>Topic: <i>Florence Nightingale / Mary Seacole</i></b></p> <p><b>Learning:</b> Comparing historical figures and healthcare changes.</p> <p><b>Skills:</b> Interpreting sources, comparing viewpoints.</p>	<p><b>Topic: <i>Grace Darling</i></b></p> <p><b>Learning:</b> Local/national significance and changes in seaside life.</p> <p><b>Skills:</b> Evaluating sources, identifying change over time.</p>

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School Academy