



**Northwick Park Academy Trust**  
**Subject Overview with National Curriculum Objectives**  
**History**



EYFS areas	EYFS Early Learning Goals	Skills (see attached progression ladders)	Vocabulary
<p><b>The world</b></p> <p><b>Expressive art and design</b></p> <p><b>Literacy</b></p> <p><b>Communication and language</b></p> <p><b>Maths</b></p>	<p>Begin to make sense of their own life-story and family's history</p> <p>Comments on images of familiar situations in the past.</p> <p>Compares and contrasts characters from stories, including figures from the past.</p> <p>Talks about the lives of people around them and their roles in society.</p> <p>Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understands the past through settings, characters and events encountered in</p>	<p>Pupils can comment on the past (features, events, people and themes).</p> <p>Make observations and explain why some things occur and talk about changes.</p> <p>Know and discuss events have happened previously in their own memories.</p> <p>Ask about the past and find out the answers.</p> <p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>● Discussions</li> <li>● Drawing pictures</li> <li>● Drama/role play</li> <li>● Making models</li> <li>● Writing</li> <li>● Using ICT</li> </ul>	<p>Old</p> <p>New</p> <p>Past</p> <p>Family Tree</p> <p>Long ago</p> <p>Today</p> <p>Yesterday</p> <p>Tomorrow</p> <p>Memory</p> <p>Remember</p> <p>Week</p> <p>Calendar</p>

		books read in class and storytelling.	Remember and compare stories.		
Y1	Title	Content from National Curriculum	Skills (see attached progression ladders)	New Vocabulary	Familiar Vocabulary
A1	Celebrating Me 1.1 1.2	Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life	Sequence 3 or 4 artefacts from distinctly different periods of time.  Match objects to people of different ages.  Compare adults talking about the past – how reliable are their memories?	Years Difference Photograph Object Timeline Inventions Decade Modern Century Materials Opinion Similar Mechanical Wooden Plastic	Old New Past Family Tree Memory Remember
A2	I need a hero. 1.3 1.4 1.6 1.7	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Recognise the difference between past and present in their own and others' lives.	Nursed War Supplies Crimea Scutari Government British Hotel Herbal Remedies Cholera Poverty Wash house	Years Difference Photograph Object Timeline Inventions Decade Modern Century

<b>Sp1</b>	Polar Explorers  1.3 1.4 1.6 1.7	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Find answers to simple questions about the past from sources of information e.g. artefacts.  Recognise why people did things, why events happened and what happened as a result.	Explorer Adventure Map Compass Antarctic Expedition Discovery	
<b>Sp2</b>	Islands  1.3 1.4 1.6 1.7	Significant historical events, people and places in their own locality	Recognise the difference between past and present in their own and others' lives.	Island Treasure Pirates Captain Coasts Caves Beach Tide Sea/Ocean Flood	
<b>S1</b>	Mad about Mini-beasts	N/A	N/A	N/A	N/A
<b>S2</b>	Castles 1.3 1.4 1.6 1.7	Significant historical events, people and places in their own locality	Use stories to encourage children to distinguish between fact and fiction.  They know and recount episodes from stories about the past.	Castles Shield Portcullis Banquet Jousting Knights Amour Moat Drawbridge Turret	Materials Map

<b>Y2</b>	<b>Title</b>	<b>Content from National Curriculum</b>	<b>Skills (see attached progression ladders)</b>	<b>New Vocabulary</b>	<b>Familiar Vocabulary</b>
<b>A1</b>	Lost in London. 2.1	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Identify differences between ways of life at different times.  Compare pictures or photographs of people or events in the past.  Begin to discuss the reliability of photos/ accounts/stories.	London Paddinton Queen Tower Bridge Big Ben Parliament Dungeons Gallery Union Flag Thames Historian	Century
<b>A2</b>	The Bakery. 2.2 2.3 2.4 2.5 2.6 2.7	Events beyond living memory that are significant nationally or globally	Pupils develop their chronology by using terms concerned with the passing of time by placing events and object in order and by recognising that their own lives are different from the lives of people in the past.  Recognise why people did things, why events happened and what happened as a result.  Compare 2 versions of a past event.  Use a range of sources to find out about a period.	17th Century London Pudding Lane St Pauls Cathedral Diary Britain Capital city Bakery Architect Monument  Lord Mayor Sir Christopher Wren	London River Thames
<b>Sp1</b>	Australia	N/A	N/A	N/A	N/A

<b>Sp2</b>	Shooting for the stars 2.7	The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods	Use sources to answer questions about the past on the basis of simple observations.	Space Neil Armstrong Moon Stars Planets Planetarium Rockets Orbit	
<b>S1</b>	Let's get muddy.	N/A	N/A	N/A	N/A
<b>S2</b>	How does your garden grow?	N/A	N/A	N/A	N/A

### Communication Skills Throughout KS1

Communicate their knowledge through:

- Discussions
- Drawing pictures
- Drama/role play
- Making models
- Writing
- Using ICT