

WVIS History Overview

Units of Learning

| EYFS | | | | | |
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| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| <p>Families & How We Change</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | <p>Christmas Now and Then</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <p>Explorers</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <p>People Who Help Us (Then and Now)</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <p>Toys and Games (garden landscapes)</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Comment on images of familiar situations in the past. • Explore how toys and games have changed from when Miss Leggett was a girl to now | <p>Windsor Castle</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>https://www.rct.uk/discover/school-resources/all-about-castles</p> |

| Year 1 | | |
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| Autumn 1 | Autumn 2 | Spring 1 |
| <p>Remembrance Day (1914)</p> <ul style="list-style-type: none"> • Study events beyond living memory that are significant nationally or globally: events commemorated through festivals or anniversaries. • Develop an awareness of the past, using common words and phrases relating to the passing of time • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods • Use a wide vocabulary of everyday historical terms • Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • Understand some of the ways in which we find out about the past and identify different ways in which it is represented <p>https://ww1.lgfl.org.uk/ https://www.lgfl.net/learning-resources/summary-page/trench-experience.aspx</p> | <p>Changes within Living Memory: Transport</p> <ul style="list-style-type: none"> • recognise similarities and differences between ways of life in different periods • understand that transport has changed over time and is still changing and developing • begin to develop an understanding of the chronology of transport inventions • begin to have an idea of past, present and future especially in relation to transport • develop an awareness of the past and use appropriate vocabulary • understand some of the ways in which we can obtain information about the past • recognise significant historical events (first car, invention of space travel, first man in space, moon landings...) • understand the different ways in which the past can be represented • contribute to the class timeline showing changes in transport within living memory • learn about events which were significant nationally or globally • know where people and events fit within a chronological framework | <p>Monarchs</p> <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of life, identifying similarities and differences between different periods. <p>https://queen-victoria.lgfl.org.uk/ https://royalmews.lgfl.org.uk/loading.html</p> |
| Year 2 | | |
| <p>Great Fire of London (1666)</p> <ul style="list-style-type: none"> - The Story of the Great Fire - Diaries <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of life, identifying similarities and differences between different periods. • Know where the people and events they study fit within a chronological framework | <p>Great Fire of London (1666)</p> <ul style="list-style-type: none"> - Bakery - Fire Safety: Then and Now <ul style="list-style-type: none"> • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. • Compare aspects of life, identifying similarities and differences between different periods. • Know where the people and events they study fit within a chronological framework | <p>Ice Explorers</p> <ul style="list-style-type: none"> • Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • Learn about the lives of significant individuals in the past who have contributed to national and international achievements. <p>https://polarexploration.lgfl.net/meet-a-real-polar-explorer https://polar.lgfl.org.uk/ks2_s1_15.html</p> |