



## History Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year R</b>	<b>My family</b> Making a simple timeline of their day, introducing the word 'family', looking at 'The Big Book of Families' and identifying important people in their families and those who live in their house.		<b>Changes</b> Discuss changes that have happened over time in their lives e.g. baby to preschool to starting school. Discuss using historical language (past, present, future). Share baby photographs and school photographs to identifying how they have changed over time.		<b>Transport</b> Adding to a class timeline, sharing their experiences of transport and travel, comparing old and modern transport and identifying how transport has changed and what is different about transport today.	
<b>Year 1</b>	<b>Toys</b> Sorting old toys into chronological order, exploring how toys have changed over time, identifying the similarities and differences of toys over time and interviewing adults about their childhood toys.	<b>Remembrance Day</b> Discussing 'beyond living memory', exploring the reason and impact of Remembrance Day on people in the UK, identifying how this day has been marked, comparing it to how is marked today and identifying how Yateley has changed from 1945 to 2020s.	<b>Neil Armstrong and the History of Space Travel</b> Identifying the chronology of space travel up to Neil Armstrong using a pictorial timeline, beginning with the first animals sent to space, adding the moon landing to class timeline, discussing the experimenting of space travel and identifying the significance of Neil Armstrong's space mission, discussing the reasons why humans want to travel to space and how the moon landing has helped in the development of space travel.		<b>The Great Fire of London</b> Sequencing the events using chronological language and creating a pictorial timeline, adding to the class timeline, exploring the spread of the fire, examining why it spread so quickly with a focus on building materials and firefighting methods, using the different accounts of the fire as evidence, looking specifically at the diarist, Samuel Pepys and identifying the changes that were made when London was rebuilt.	
<b>Year 2</b>	<b>Guy Fawkes</b> Discussing ideas about what the Houses of Parliament are and why they were and are important, investigating who Guy Fawkes was and why he and others wanted to blow up the Houses of Parliament, sequencing the events using chronological language and exploring why we remember Guy Fawkes today.		<b>Florence Nightingale and Mary Seacole</b> Locating these women's lives on the class timeline, discussing how gender and class at the time limited the roles women were expected/allowed to undertake, examining in more detail the significance of each woman, linking back to the discussion on gender and class and comparing the lives of Florence and Mary and their motivations, achievements, impact and legacy.		<b>Samuel Cody</b> Sequencing related events using chronological language, identifying how people travelled at this time, exploring air travel and what was special about Samuel Cody, investigating what he achieved and his contributions to the history of flight, identifying why Farnborough is significant and looking at the importance of the development of aeroplanes and how it has impacted the way we travel.	

