

Ruskington Chestnut Street History Curriculum Overview



Long Term Plan – 2025-26

RED = choices made

Yellow = local links

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS F1	<p>In EYFS1, children discuss their family and significant people in their lives. Children begin to develop a sense of the past through talking about experiences that are familiar, enabling them to see how these may have differed in the past. Children develop an early understanding of chronology through organising events and recognising things that happened before they were born. Children look at will look pictures and artefacts, distinguishing similarities and differences from the past.</p> <p>Start to show an awareness of time in the day e.g. stating it is lunchtime next Shows an interest in different occupations Able to say who they are and who they live with – understanding of size difference Comments on fictional characters and historical figures in stories, rhymes and NF texts</p>					
EYFS F2	<p>Me and My Family – my own past</p> <p>Rules for keeping safe and rules for learning.</p> <p style="text-align: center;">Ruskington</p>		<p><i>Nursery rhymes</i></p> <p><i>The King and monarchs</i></p> <p><i>Castles</i></p>		<p><i>Transport</i></p> <p><i>Inventions and Inventors</i></p> <p><i>Significant people who have made a difference (wright brothers)</i></p>	
Year 1	<p>Changes within living memory – Homes</p>	<p>Events beyond living memory that are significant nationally or globally – Bonfire night.</p> <p><i>What happened on the 5th of November? How did Guy Fawkes feel before, during and after the night of the 5th? Why is Guy Fawkes the man who is remembered in History? What is the truth about Guy Fawkes? Why did people want to kill King James I?</i></p>	<p>The lives of significant individuals in the past who have contributed to national & international achievements - Neil Armstrong, Mae Jemison, Katherine Johnson, Michael Foale</p> <p><i>Has man ever been to the moon? How can we know for sure? Why did the astronauts risk their lives to go to the moon/into space? How were they able to get to the moon and back safely? Why do we still venture into space today?</i></p>		<p>Significant historical events, people and places in their own locality – Place – Sleaford castle remains</p> <p>Did you know about Sleaford Castle?</p> <p><i>Why were castles built all those years ago? What did castles need to include? Where/when was Sleaford Castle? What might have Sleaford Castle been used for? What happened/remains to Sleaford Castle? How would</i></p>	

					<i>we make Sleaford Castle come alive again?</i>	
Year 2	Changes within living memory – Homes	Events beyond living memory that are significant nationally or globally – Bonfire night. <i>What happened on the 5th of November? How did Guy Fawkes feel before, during and after the night of the 5th? Why is Guy Fawkes the man who is remembered in History? What is the truth about Guy Fawkes? Why did people want to kill King James I?</i>	The lives of significant individuals in the past who have contributed to national & international achievements - Neil Armstrong, Mae Jemison, Katherine Johnson, Michael Foale <i>Has man ever been to the moon? How can we know for sure? Why did the astronauts risk their lives to go to the moon/into space? How were they able to get to the moon and back safely? Why do we still venture into space today?</i>		Significant historical events, people and places in their own locality – Place – Sleaford castle remains <i>Did you know about Sleaford Castle?</i> <i>Why were castles built all those years ago? What did castles need to include? Where/when was Sleaford Castle? What might have Sleaford Castle been used for? What happened/remains to Sleaford Castle? How would we make Sleaford Castle come alive again?</i>	
Year 3/4			The Roman Empire		<i>Anglo-Saxons and the Vikings</i>	Anglo-Saxons and the Vikings
Year 4/5			Lincoln study		Mayans	
Year 5/6	Battle of Britain		Ancient Greece	<i>Ancient Greece</i>		