



Cheadle Catholic Infant School

History Overview 2025/26

Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Nursery Knowledge and Understanding of the World	<p>The Colour Monster</p> <p>Start the memory box with something that reminds them of their first day in Nursery.</p> <p>Share things that they have seen/done in the recent past using past tense verbs.</p> <p>Black history month. Key person: Mo Farrah</p> <p>Core texts: Ready, Steady Mo! One Day, So many ways</p>	<p>The Gruffalo</p> <p>Look back at the contents of the memory box. Add one or two new items from significant events of the half term eg Christmas play, party.</p> <p>Discussion about aspects of the Nativity story which show how different our lives are now eg donkey/car, housing, where a baby is born, clothing.</p> <p>Look at pictures of themselves as babies and talk about how their needs have changed. If possible, ask someone with a baby to come and visit the class so they can ask them simple questions.</p> <p>Core text: Sleepy Jesus Lola reads to Leo</p>	<p>Nursery Rhymes</p> <p>Look back at the contents of the memory box. Focus: speaking in the past tense. Add one or two new items.</p> <p>Look at pictures of children in Nursery Rhyme illustrations. Make comparisons between their clothes, toys, homes etc and their own.</p>	<p>Traditional Tales</p> <p>Look back at the contents of the memory box. Focus: speaking in the past tense. Add one or two new items.</p> <p>Look at pictures of characters in Traditional Story books. Make comparisons between their clothes, toys, homes, kitchen equipment etc and their own.</p> <p>Experience: domestic life from the Portland Basin museum.</p> <p>Core Text: Each Peach Pear Plum</p>	<p>Jasper's Beanstalk</p> <p>Look back at the contents of the memory box. Focus: choosing two or three pictures/objects and putting in chronological order. Add one or two new items.</p> <p>Take photos of seeds that they grow and leave them available for the children to revisit and order independently.</p> <p>Look at the lifecycle of a plant and use words to describe the stages eg first it was a seed, then it was a shoot, now it is a sunflower. Link to previous growing experiences at the allotment.</p> <p>Core text: The Tiny Seed Planting a Rainbow</p>	<p>What the Ladybird Heard</p> <p>Look back at the contents of the memory box. Focus: choosing two or three pictures/objects and putting them in chronological order. Add one or two new items.</p> <p>Look for bugs over the course of a week. Use language such as 'yesterday I saw...' 'today I saw...' 'tomorrow I might see...'</p> <p>Look at the lifecycle of a butterfly and use words to describe the stages eg first was an egg, then it was a caterpillar, now it is a butterfly.</p> <p>Core text: The Very Hungry Caterpillar</p>



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<p>EYFS</p> <p>Reception</p> <p>Knowledge and Understanding of the World</p>	<p>Start the memory box by adding something which will remind them of their first day of school.</p>	<p>Add one or two more items to the memory box and look back at what was already in there.</p>	<p>Add one or two more items to the memory box and look back at what was already in there.</p>	<p>Add one or two more items to the memory box and look back at what was already in there.</p>	<p>Add one or two more items to the memory box and look back at what was already in there.</p>	<p>Looking at how we move around our local area, different modes of transport in different parts of the world and looking at what life was like in the past with different transport options.</p>
	<p>Curiosity cube containing baby photos of staff working in FS.</p> <p>Put two or three photos of themselves in order and talk about their needs and preferences at different stages of their life eg toys they liked, clothes they wore, skills they now have.</p> <p>Mystery box of baby items. What are they? Who might they be for? Do they have any at their house?</p> <p>Baby clinic/ caring for a baby in the role play area.</p> <p>Autumn walk: include Bruntwood Hall on the autumn walk and recap how it is used now in comparison to the past.</p> <p>Black history month: Serena Williams</p> <p>Text: Super Duper You</p>	<p>Curiosity cube: vintage/ old fashioned Christmas items and/or pictures of Christmas being celebrated in different periods.</p> <p>Recap previous significant celebrations of their own eg birthdays, Easter, Eid, Chinese New Year</p> <p>Ask a parent/ grandparent/ member of staff to come in and talk to the class about what Christmas was like when they were little (with photos, toys, props etc if possible)</p> <p>Birthday party/ Christmas celebration in the role play area</p> <p>Text: The Nutcracker (simplified text) Lucy and Tom's Christmas</p>	<p>Model putting the items into chronological order and talk about how they know they are right.</p> <p>Curiosity cube: put toys from different eras in for the children to look at.</p> <p>Look at different toys from the past. Handle them and talk about the different materials used. Make comparisons with similar toys they have.</p> <p>Winter walk: include Bruntwood Hall and recap its use through the ages.</p>	<p>Model putting the items into chronological order and talk about how they know they are in the correct order.</p> <p>Curiosity cube: Look at and compare photographs of spacesuits/ rockets now and in the past.</p> <p>Learn about the first moon landing and significant individuals such as Mae Jemison. Neil Armstrong and Tim Peake.</p> <p>Winter walk: include Bruntwood Hall and recap its use through the ages.</p> <p>Text: Astro Girl</p>	<p>Model putting the items into chronological order and talk about how they know they are in the correct order.</p> <p>Curiosity cube: items from a life cycle.</p> <p>Look at the lifecycle of a butterfly and use words to describe the stages eg first it was an egg, then it was a caterpillar, now it is a butterfly.</p> <p>Read: Last Stop on Market Street by Matt de la Pena Wheels: The Big Fun Book of Vehicles by Tom Schamp</p> <p>Add one or two more items to the memory box and look back at what was already in there. Begin to put the items into chronological order independently and talk about how they know it's the right order. Look back at their year in Reception.</p> <p>Summer walk: include Bruntwood Hall on the summer walk and recap how it is used now compared to in the past.</p>	



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<p>Year 1</p>	<p>Black History Month: Mary Seacole</p> <p>Text: The Extraordinary Life of Mary Seacole</p>	<p>What was life like when my grandparents were young?</p> <p>Children use the book 'The Tiger Who Came to Tea' to explore what homes and shops were like when their grandparents were young (1960s). Compare similarities and differences in the kitchen, talk to staff who were children at that time and ask them about their homes, Children then go on to find out about 'The Windrush' using key text 'Coming to England'. They reflect on the differences between what people coming from the Caribbean thought it would be like and what they experienced when they got to England. They learn about the significant person Floella Benjamin and the ways that she has contributed to society since she came to live in England.</p> <p>Texts: The Tiger who came to Tea Coming to England Granny came here on the Empire Windrush</p>		<p>Why is Stockport County's nickname 'The Hatters'?</p> <p>Children find out about the fascinating history of the Hatworks (including a trip to the museum). Children find out about the life of people working at the museum, the sorts of hats they made, where the resources for the hats came from, how the hat factory changed the lives of people who worked there and why the hat factory is now a museum and is no longer making hats. Also use this as an opportunity to look at hats/ head coverings/ fashions from around the world.</p> <p>Texts:Hats of Faith</p>		<p>Who and what would you find at the seaside in the past?</p> <p>Children recap previous knowledge from Reception when they learnt about what seaside holidays were like in the past. They use the loan box from PBM to investigate artefacts and ask and answer questions. The children then go on to learn about two significant women Grace Darling and Mary Anning. They learn about their lives and find out why we still remember them today. They make comparisons between the two people and decide which one is most worthy of a statue in their hometown, giving reasons and weighing up the evidence.</p> <p>Texts: Gracie the Lighthouse Cat The Fossil Hunter</p>
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Year 2	<p>Black History Month: Walter Tull</p> <p>Text: Walter Tull's Scrapbook</p>	<p>What is a hero?</p> <p>Children spend some time thinking about what a hero is and the many different ways people can be considered as heroes. They learn about the local hero James Kirk. This leads on to learning about different types of war memorials and what they help us to remember- armies from a round the empire, animals in war, the role of women, evacuees etc.</p>		<p>Why has the Great Fire of London been remembered for hundreds of years?</p> <p>Children discuss what they already know and then generate own questions which they go on to find the answers to themselves. They learn about sources and categorise them as secondary and primary and also think about what they do and don't show us. Moving on from that, they then go on to learn about the Great fire of Nantwich, again answering their own question and using a variety of sources. Once they know about both they make a comparison of the two using a venn diagram and consider why it is that the London fire is more well known than the Nantwich one.</p> <p>Text: The Great Fire of London (Anniversary edition) The Great Fire of Nantwich (Comic/leaflet)</p>		<p>What is an explorer and is there anywhere left to explore?</p> <p>Children look at two significant events in the history of exploration. Firstly they look at the journey Ibn Battuta made to Mecca and beyond. Link this to his beliefs, the transport used (12th century) and adventures he had. Next the children learn about the first moon landing, looking not only at the astronauts but also the Hidden Figures that worked together to make it all possible (spotlight on Katherine Johnson).</p> <p>Text: The Amazing Travels of Ibn Battuta. Counting on Katherine</p>
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