



Curriculum Overview History



	Autumn	Spring	Summer
Reception	Understanding the world		
	Early Learning Goal: <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members. • They know that other children don't always enjoy the same things, and are sensitive to this. • They know about similarities and differences between themselves and others, and among families, communities and traditions. <i>(Development Matters learning objectives can be used to differentiate for need)</i>		
Year 1	Toys - Materials	Significant events, people and places in their own locality.	Recovery of any lost learning identified
	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Describe significant people from the past. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. 		
Year 2	Events beyond living memory - Great Fire of London	Lives of significant individuals in the past who have contributed to national and international achievements	Recovery of any lost learning identified
	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Place events and artefacts in order on a time line. • Recognise that there are reasons why people in the past acted as they did. 		

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	<ul style="list-style-type: none"> • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 		
Year 3	Anglo Saxons – Saxon impact on Britain i	A Local Study – School and Local Area	Viking and Anglo-Saxon struggle for the Kingdom of England
	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		
Year 4	Romans – Army and invasion	Mayan civilization	
	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 		

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	<ul style="list-style-type: none"> Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		
Year 5	Ancient Greece - Democracy	Ancient Egypt	Early Islamic Civilisation
	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use dates and terms accurately in describing events. Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas 		
Year 6	Stone, Bronze and Iron Ages – Settlements and ways of life	Ancient Greece	The Battle of Britain
	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. 		



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| | <ul style="list-style-type: none">• Identify continuity and change in the history of the locality of the school.• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).• Identify periods of rapid change in history and contrast them with times of relatively little change.• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.• Use dates and terms accurately in describing events.• Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.• Use original ways to present information and ideas |
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