



History Overview

Units covered across 2 years:

<u>Year A</u>					
	R/1	1/2/3	3/4	4/5	6
Autumn	Remembrance Day	Roman Britain	Roman Britain	Anglo-Saxons	Protests – Windrush
Spring	Flight	Shang Dynasty	Shang Dynasty	WWII	Vikings
Summer	Castles	Explorers	Explorers	Ancient Greeks	Benin

EYFS

<i>Early Learning Goal</i>	
<i>Understanding the World</i>	<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. 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.



Progression of skills:

	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<i>Chronological Understanding</i>	<p>Understand the difference between things that happened in the past and the present.</p> <p>Order a set of events or objects</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.</p>	<p>Understand and use the words past and present when telling others about an event.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Describe memories of key events.</p>	<p>Use terms related to the period and begin to date events</p> <p>Order significant events and dates on a timeline.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p>	<p>Use dates and terms related to the study unit and passing of time</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Describe dates of and order significant events or artefacts from the period studied</p> <p>Describe the main changes in a period in history</p>	<p>Recall that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Explain the main changes in a period in history.</p> <p>Make comparisons between different times in the past</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p>
<i>Knowledge and Understanding of events, people and changes in the past</i>	<p>Recall some facts about people/events before living memory</p> <p>Recognise the difference between past and present in their own and others lives</p> <p>Recount episodes from stories about the past</p>	<p>Use information to describe the past.</p> <p>Describe the differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history.</p>	<p>Research every-day life in time studied and compare it to now.</p> <p>Use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>Describe important events.</p>	<p>Use evidence to describe what was important to people from the past.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Identify key features and events of time studied.</p> <p>Explain why an event happened.</p>	<p>Describe similarities and differences between some people, events and artefacts studied</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Examine the cause/result of events and its impact on people.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>	<p>Choose reliable sources of information to find out about the past.</p> <p>Examine the cause/result of an individual's actions or major event.</p> <p>Give reasons why changes may have occurred, backed up by evidence.</p> <p>Describe how some of the things studied from the past affect/influence life today.</p> <p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>



<p>Historical Interpretation</p>	<p>Look at books, videos, photographs, pictures and artefacts to find out about the past.</p> <p>Listen to adults talking about the past and compare to own life.</p>	<p>Use sources to explain what life was like.</p> <p>Compare pictures, photographs and accounts from the past.</p> <p>Compare 2 versions of a past event.</p> <p>Discuss the reliability of photos/accounts/stories.</p>	<p>Explore the idea that there are different accounts of history.</p> <p>Compare different sources.</p> <p>Look at representations of the period – art work, newspapers</p>	<p>Look at different versions of the same event in history and identify differences.</p> <p>Begin to evaluate the validity of sources.</p>	<p>Compare accounts of events from different sources</p> <p>Begin to understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</p> <p>Give reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable forms.</p>	<p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation and lead to different conclusions.</p> <p>Discuss the accuracy of sources.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
<p>Historical Enquiry</p>	<p>Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”</p> <p>Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer.</p>	<p>Look at different ways in which the past is represented.</p> <p>Use a source to ask and answer questions about the past.</p>	<p>Use documents, sources (e.g. archive materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites) as evidence about the past.</p> <p>Ask questions and find answers about the past.</p> <p>Select and record relevant information</p>	<p>Use documents, sources (e.g. archive materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites) as evidence about the past.</p> <p>Choose relevant material to present a picture of one aspect of life in the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Use documents, sources (e.g. archive materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites) as evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>	<p>Use documents, sources (e.g. archive materials, the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites) as evidence about the past.</p> <p>Use a range of sources to create a fluent account.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p>
<p>Organisation and Communication</p>	<p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Draw and label pictures</p> <p>Take part in role play</p>	<p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Create a recount of an event or person’s life.</p> <p>Take part in role play</p> <p>Draw and label pictures.</p>	<p>Recall and present historical information.</p> <p>Communicate ideas about the past using different genres of writing</p> <p>Create labelled drawings or diagrams.</p> <p>Take part in a role play to retell an event</p> <p>Use ICT</p>	<p>Select and present historical information</p> <p>Communicate ideas about the past using different genres of writing</p> <p>Create labelled drawings or diagrams.</p> <p>Take part in a role play to retell an event</p> <p>Use ICT</p>	<p>Organise and present historical information.</p> <p>Communicate ideas about the past using different genres of writing</p> <p>Create labelled drawings or diagrams.</p> <p>Take part in a role play to retell an event</p> <p>Use ICT</p>	<p>Select and organise information from a range of sources,</p> <p>Communicate ideas about the past using different genres of writing</p> <p>Create labelled drawings or diagrams.</p> <p>Take part in a role play to retell an event</p> <p>Use ICT</p>