

History Curriculum Overview 2023-2024



	Autumn	Spring	Summer
Year 1		<p><u>Oh to be Royal!</u> NC targets:</p> <ul style="list-style-type: none"> Changes within living memory (aspects of change in national life). The lives of significant individuals in the past who have contributed to national and international achievements (e.g. Queen Victoria). Significant historical events, people and places in the children's own locality. 	<p><u>Making a splash!</u> NC targets:</p> <ul style="list-style-type: none"> changes within living memory (national life).
Year 2	<p><u>Fire, Fire!</u> NC targets:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or locally. <p><u>The Deep Freeze</u> NC targets:</p> <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements (Robert Falcon Scott). 	<p><u>Australia</u> NC targets:</p> <ul style="list-style-type: none"> events beyond living memory that are significant 	
Year 3	<p><u>Stones and Bones</u> NC targets:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age (e.g. farming, culture, religion, technology, travel, Stonehenge). 	<p><u>Tomb Raiders</u> NC targets:</p> <ul style="list-style-type: none"> study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt. a non-European society that provides contrasts with British History (Howard Carter and his discovery of Tutankhamun) achievements of earliest civilisations (when/where the first civilisations appeared and in depth study (Ancient Egypt) 	
Year 4	<p><u>Shaping the world</u> NC targets:</p> <ul style="list-style-type: none"> changes within living memory. events beyond living memory that are significant nationally. 	<p><u>Toga Tastic</u> NC targets:</p> <ul style="list-style-type: none"> the Roman Empire and its impact on Britain (e.g. Julius Caesar's attempted invasion 55-54BC, the Roman Empire by AD42 and the power of its army, successful invasion by Claudius, Hadrian's Wall, British resistance – Boudica, 'Romanisation' of Britain including early Christianity). 	
Year 5	<p><u>Into the woods</u> NC targets:</p> <ul style="list-style-type: none"> study over time tracing how several aspects of national history are reflected in the locality A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	<p><u>Invaders and Settlers</u> NC targets:</p> <ul style="list-style-type: none"> this could include: Roman withdrawal from Britain and the fall of the western Roman empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms, place names, village life; Anglo-Saxon art and culture; Christian conversion (Canterbury, Iona, Lindisfarne); Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the confessor and his death in 1066; name and locate counties and cities of the UK. 	
Year 6		<p><u>In the trenches/behind enemy lines</u> NC targets:</p> <ul style="list-style-type: none"> A study of an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p><u>It's all Greek to me...</u> NC targets:</p> <ul style="list-style-type: none"> A study of Greek life and achievements, and their influence on the western world.

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Progression of Skills in History

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology, knowledge and understanding of history	I can make some comments about things from the past. E.g. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	I can sequence a few events or related objects.	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	
	I can use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of "time" terms like: recently, before, after, now, later. I can use past and present when describing events	I can use some "historical period" terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.	
Continuity and change (during and between periods)		I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
Diversity (within a period)		I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
Cause and consequence		I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
Significance			I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
Using & understanding sources of evidence	I can pick out information about the past from sources like pictures, objects and stories.	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past	I take account of a range of information (such as the author, audience and purpose of a source, where	

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			out some similarities and differences.			and when it was created) when evaluating its accuracy and usefulness.	
Understanding historical interpretation		I can talk about some of the different ways that the past is recorded or represented. I can name some which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
Communicating ideas in history	I can show my ideas through talk, drawing and emerging writing.	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	

	Activity Ideas	
Time, change, chronology	<ul style="list-style-type: none"> Sequencing Personal/family timelines Dated timeline Similarities and differences between 2 fixed points (e.g. images) 	<ul style="list-style-type: none"> Sequencing of more subtle/larger range of objects Dated timelines, multiple timelines (e.g. depicting local, national and global together) Similarities and differences including why
Reasons and Results	<ul style="list-style-type: none"> Who caused something to happen or why it might have happened Simulations/role play/drama/re-enactments 	<ul style="list-style-type: none"> Multiple causes/consequences and rank in terms of importance Present conditions/causes. Pupils then hypothesise possible consequences and compare these to reality Simulations/role play/drama/re-enactments to explore dilemmas/feelings/motivations
Interpretations	<ul style="list-style-type: none"> Spot differences in accounts 	<ul style="list-style-type: none"> Fact v opinion How and why there may be differing viewpoints Work out the authors using clues
Historical evidence	<ul style="list-style-type: none"> Extracting information from 1 or more than one source What is the source and what can it tell us? Pose questions that they would like to know about a source Ask questions to the characters in the source 	<ul style="list-style-type: none"> Less obvious sources, information has to be searched for Sorting sources into useful/little-no use What're the intended messages? What can be trusted? Where are the gaps? What I know, what I think I know, what I would like to know Adapting the format of sources e.g person (1st/3rd), write from a different viewpoint, convert from a picture Ask questions to the characters in the source Piece back together a source that has been divided up Provide a 'faulty' summary of the source. Pupils check this against the original to find the teacher's mistakes Create their own sources representing different compiler's interests
Significance	<ul style="list-style-type: none"> Pick out important bits from a story and say why it is important Find out what their parents feel is important now Pictures, diagrams, lists, timelines, charts, writing What do you think might have happened if this event had NOT occurred? 	<ul style="list-style-type: none"> Say why particular bits are important Suggest what different people at the time felt was important Pictures, diagrams, lists, timelines, charts, writing Discuss and justify orders of importance What is most significant about what you have been taught? What do you think might have happened if this event had NOT occurred?