

Curriculum Overview for History

<u>Year Group</u>	<u>Skills</u>	<u>Knowledge / Concepts</u>	<u>Attitudes</u>	<u>Vocabulary</u>
Nursery	• Exploration and investigation • Describing and communicating • Observe and discuss daily change	• Discussion/explanation • Comparing/sequencing • Develop an understanding of change over time e.g. from birth in relation to themselves.	• Ask questions about people and places in the past	Use everyday language related to time
Reception	• Order and sequence familiar events • ask appropriate questions	• Answer how and why questions in response to stories or events • 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	• Be curious about people and show an interest in stories • Begin to talk about similarities and differences between us and people in the past (e.g. our parents)	• Extend vocabulary especially by grouping and naming, exploring meaning and sounds of new words
Year 1 • Toys (T) • Kings, Queens and Castles (KQC) • Explorers (E)	<u>Chronological understanding</u> • Sequence events in their lives and recount changes T • label timelines with words such as: past, present, older and newer. T • place explorative events on a timeline. E • Place artefacts on a timeline KQC <u>Historical enquiry</u> • Look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?” T • use evidence of explorers lives to ask questions about the past. E • observe or handle some evidence to ask questions about the past. KQC	<u>Historical understanding of people, places and events in the past</u> • name a significant toy from the past T • name significant explorers from the past. E • begin to talk about key events of a significant king/queen or castle. KQC <u>Cause and consequence</u> • discuss causes that lead to toys changing. T • discuss the causes of exploring and what we found out from exploration. E • begin to explain why monarchs built castles and what the consequences of these actions were. KQC <u>Change and Continuity</u> • say which toys have stayed the same and which toys have changed overtime. T • describe changes over a period of time. E • describe changes and historical events KQC	<u>Interpretations of history</u> • Compare adults talking about the past – how reliable are their memories? T • observe and use pictures, photographs and artefacts to find out about the past T E KQC	<u>Use a wide vocabulary of everyday historical terms</u> <u>Chronology</u> Year, decade, century, modern, long ago, timeline, date order, living memory, remembers, grandparents time, the older generation <u>Topic</u> 1960s, toys, materials, wood, plastic, simple, mechanical, similar, different, because, important, inventions, memories, drawing, photograph, camera, detective, opinion, artefact, flight, pilot

		<u>Similarity and Difference</u> • compare toys using pictures from the past and present. T • use pictures and stories to find out about the past and compare different explorations. E • compare the similarities and differences between different castles. KQC		
Year 2 The Great Fire of London (GFOL) Bou`rnville – Local history (B) Neil Armstrong (NA)	<u>Chronological understanding</u> • place events, artefacts and historical figures on a timeline. GFOL B • use dates where appropriate. GFOL NA • Describe things that happened to other people in the past NA • <u>Historical Enquiry</u> • observe or handle evidence to ask questions and find answers to questions about the past. GFOL B • Explore events and ask questions about the topic. E.g. “How do you know this is from the past?” or “What do you think people were doing? Use evidence.” GFOL NA	<u>Historical understanding of people, places and events in the past</u> • describe significant people from the past and explain why they are important GFOL • name a monarch at a given time e.g. during the Great Fire GFOL B • describe significant people and events from the past and explain why they are important NA <u>Cause and consequence</u> • explain the causes of the Great Fire of London and what the consequences were GFOL • recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were e.g. Why and how the Cadbury brother changed the lives of their workers B • explain some reasons why humans went to the Moon NA <u>Change and Continuity</u> • describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. GFOL • Describe how the lives of people change in Bournville during the Victorian period B <u>Similarity and Difference</u> • use artefacts and diary entries to compare similarities and differences GFOL	<u>Interpretations of history</u> • Compare 2 versions of a past event NA • Compare pictures or photographs of people or events in the past B • begin to explain why evidence can be trusted (such as Samuel Pepys Diary). GFOL NA	<u>Use a wide vocabulary of everyday historical terms</u> <u>Chronology</u> chronological order, era/period, the Tudors, the Stuarts, Victorians <u>Topic</u> The Great Fire of London, Samuel Pepys, diary, St Paul’s Cathedral, historians, research, opinion, artefact, Victorians, rich, poor, trade, monarch, exploration, moon walk, rocket, spacecraft

		identify some of the different ways the past has been represented. NA B		
Year 3 The Stone Age to The Iron Age (S I) Ancient Egypt (AE)	<u>Chronological understanding</u> - Begin to understand and use the terms BC and AD / BCE and CE S I AE - place ages in order of time and understand the meaning of their names. S I - place artefacts within their correct age. S I - place events, artefacts and historical figure on a timeline using dates AE <u>Historical Enquiry</u> - observe evidence to ask about the past and come to conclusions based on what I have seen. S I - explain how we find prehistoric evidence. S I - suggest suitable sources of evidence for historical enquiries. AE - use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history AE	<u>Historical understanding of people, places and events in the past</u> - Find out about every day lives of people in time studied (Stone Age to Iron age and Ancient Egypt) S I - Children understand some of the key characteristics of the period being studied and can spot anachronisms e.g. They wouldn't have had these things in those days, such as tractors in Ancient Egypt. S I AE - suggest suitable sources of evidence to find out about significant people/events. S I AE - discuss the importance of people and events in time and the significant impact they had on British archaeological thought. AE <u>Change and continuity</u> - begin to explain the concept of change over a long period of history. S I AE <u>Cause and consequence</u> - suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. S I - suggest causes and consequences of some of the main events within Ancient Egypt. AE <u>Similarity and Difference</u> - describe similarities and differences between the Stone Age, Bronze Age and Iron Age . S I - compare the similarities and differences between the new and old kingdoms of Ancient Egypt. AE	<u>Interpretations of history</u> - Children can identify differences between versions of the same event AE - Children give a simple reason why we might have more than one version: e.g. No-one there recording the event; lost in translation. S I - use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history AE	<u>Develop the appropriate use of historical terms</u> <u>Chronology</u> Anachronism, chronological order, era/period, B.C.E (before the common era), B.C (before Christ), C.E (the common era), A.D (anno domini), millennium, thousands of years, stone age, iron age, celts, bronze age <u>Topic</u> Hunter gatherer, religion, spirits, Stonehenge, Britons, nomad/nomadic, sources, archaeology, pyramid, ancient, tomb, afterlife, pharaoh <u>Describing</u> effects, change, continuity, this suggests, maybe, perhaps, could be, first hand evidence, second hand evidence importance, significance, impact

Year 4 Ancient Greece (AG) Local Area study (LAS) The Romans (R)	<u>Chronological understanding</u> - place events, artefacts and historical figures on a timeline using dates AG R LAS - Use terms related to the period and begin to date events - Can talk about the past in terms of periods e.g. Egyptian, Roman; AG R - Understand and use more complex terms eg BCE / CE R <u>Historical Enquiry</u> - suggest suitable sources for historical enquiry. AG more than one suitable source R - begin to discuss the reliability of sources AG R	<u>Historical understanding of people, places and events in the past</u> - discuss the importance of people and events in time AG R LAS - discuss the significant impact they had on society using evidence to prove my discussion (with support). AG R LAS <u>Change and continuity</u> - explain the concept of change over time and represent this with evidence. AG LAS - explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence R <u>Cause and consequence</u> - suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. AG - suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded R <u>Similarity and Difference</u> - describe the social, ethnic, cultural and religious diversity of the past. AG - describe the social, ethnic, cultural and religious diversity of the past. R	<u>Interpretations of history</u> ? - Look at the evidence available and understand how historians use this to form ideas about the past AG R LAS - describe the social, ethnic, cultural and religious diversity of the past R	<u>Chronology</u> Anachronism, chronological order, era/period, B.C.E (before the common era), B.C (before Christ), C.E (the common era), A.D (anno domini), millennium, thousands of years, Dark ages, 8th century <u>Topic</u> Boudicca, Romans, invasion, civilisation, resistance, empire, conquest, revolt Democracy, Athens, Sparta, resistance, civilisation, consequences, change, effects, legacy, achievements, impact, historian, archaeology, first hand evidence, second hand evidence, slaves, city state, citizen, Greek Dark ages, Archaic period in the seventh century B.C
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Year 5 Anglo Saxon and the Vikings (AS) (V) Birmingham in WWII – Local Area Study (LAS)	<u>Chronological understanding</u> • use dates accurately in describing events and people. AS V LAS • order an increasing number of significant events, movements and dates AS V <u>Historical Enquiry</u> • Use sources of evidence to deduce information about the Saxons and Vikings. AS V • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; AS V LAS • Select relevant sections of information LAS	<u>Historical understanding of people, places and events in the past</u> • identify and note connections, contrasts and trends over time in the everyday lives of people AS V LAS • describe the social and cultural significance of a past society AS V <u>Change and continuity</u> • identify periods of rapid change in history. AS V LAS • explain what changed and what continued over time when the AngloSaxons and Vikings settled in Britain AS V • Sees that changes don't always last e.g. much of the Roman impact was lost when the Saxons invaded and settled AS V <u>Cause and consequence</u> • describe causes of invasion in Britain and what the consequences were. AS V • describe the causes of changes in Birmingham e.g. the development of the Spitfore Factory in Castle Bromwich LAS <u>Similarity and Difference</u> • compare similarities and differences between Anglo-Saxon and Viking culture. AS V • describe the similarities and differences between life in Birmingham during WWII and now LAS	<u>Interpretations of history</u> • Compare accounts of events from different sources – fact or fiction use a range of evidence to offer some clear reasons for different interpretations of events AS V LAS • discuss whether the evidence is reliable and explain why. e.g. This version is not accurate because it shows the Vikings just to be raiders. We know from the evidence that has been discovered that they were traders too AS V • start to understand the difference between primary and secondary evidence and the impact of this on reliability AS V LAS • Show an awareness of the idea of 'propoganda' LAS	<u>Chronology</u> Anachronism, chronological order, era/period, B.C.E (before the common era), B.C (before Christ), C.E (the common era), A.D (anno domini), 700-480 B.C, Topic Anglo-saxons, Vikings, Angles, Saxons, Frisians and Jutes, seven kingdoms, invasion, Alfred the Great, Danelaw, golden age, peaceful and prosperous, key historical figures
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Year 6 Crime and Punishment (CP) WW2 (WW) Ancient Maya (M)	<u>Chronological understanding</u> • Use dates and terms accurately in describing events and people. CP M WW • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). CP WW • Understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. M • Understand the sequence of events leading to WW2 WW <u>Historical Enquiry</u> Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • explain that no single source of evidence gives the full answer to questions about the past. CP • analyse a wide range of evidence in order to justify claims about the past. CP • use sources of evidence to deduce information about the past. M • use sources of information	<u>Historical understanding of people, places and events in the past (Significance)</u> • identify and note connections, contrasts and trends over time in the everyday lives of people; CP • describe the social, ethnic, cultural or religious diversity of past society. CP • describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. CP • describe the social and cultural significance of a past society. M • describe the characteristic features of the past, including ideas and beliefs. M • know how Britain was ruled before WW2 WW • explain how Britain defended itself during WW2 and won the war WW <u>Change and continuity</u> • Identify periods of rapid change in history e.g. WW2 M WW • identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. CP • use appropriate historical vocabulary to communicate change and continuity. CP WW • Explain the concepts of continuity and change over time M <u>Cause and consequence</u> • describe the social causes of crime and punishment. I can describe the consequences of crimes. CP • describe causes of events and their consequences in Ancient Maya. M • Starts to express explanation in term of relative importance backed up by reasoned argument	<u>Interpretations of history</u> • find and analyse a wide range of evidence about the past CP M WW • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past CP M WW • consider different ways of checking the accuracy of interpretations of the past CP M WW • know that people in the past represent events or ideas in a way that may be to persuade others CP WW •	<u>Chronology</u> Anachronism, chronological order, CE (the common era), 20th century could have been...might have been...may be...significance, causes, consequences, effects, impact, primary evidence, secondary evidence, eye witness, Topic words: deterrent, execution, exile, highwayman, humiliation, judge, jury, court, mutilation, outlaw, treason, trial Astronomy, cenote, Chichen Itza, dynasty, excavating, hieroglyphs, ritual, sacrifice,
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	to form testable hypotheses about the past. M •	e.g. The main reason was... Also important... Some people think CP M <u>Similarity and Difference</u> • compare similarities and differences in crime and punishments over time. CP • compare the main changes in a period of history with the present day. CP • compare the similarities and differences between civilisations and cultures. M		
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