

# SUBJECT - History

## Whole School Overview



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Nursery Rhymes/ Colour/ Autumn/ Food/ Festivals/Ourselves			Winter/ Favourite Stories/ Dinosaurs/ Vehicles/ People who help us/ Spring		Mini-beasts/ Pets/ The Farm/ Jungle animals/ The Seaside/ Pirates.
1		Victorians				Medieval
2	Smugglers		Great Fire of London	Not a main History topic Grace Darling	Not a main History topic Beach, recycling, environment pollution	The way of life in the past (Dinosaurs)
3	Stone Age					Romans
4	Brief history of Hastings Fishermen			Vikings		Tudors
5	Ancient Egyptians (and the history of clocks)				World War II	
6		Ancient Greeks		World War I (Usually begun at the end of T5)	World War I (usually taught in T6)	

# YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements		<p>I can sort historical objects from 'then' and 'now'</p> <p>I can describe some simple similarities and differences between manmade objects</p> <p>I can ask and answer relevant basic questions about the past</p> <p>I can identify some similarities and differences between ways of life in different periods</p> <p>I can use common words and phrases relating to the passing of time</p>				<p>I can find answers to some simple questions about the past from simple sources of information</p> <p>I can talk, draw or write about aspects of the past</p> <p>I can relate my own account of an event and understand that others may give a different version</p> <p>I can place known events in the order of when they happened</p> <p>I can place known events in the order of when they happened</p> <p>I can sequence events and recount changes within living memory</p>

						<p>(chronological understanding)</p> <p>I can understand key features of events</p>
Challenge		<p>Can they use words and phrases like: very old, when mummy and daddy were little?</p> <p>Can they use the words before and after correctly?</p> <p>Can they say why they think a story was set in the past?</p> <p>Can they answer questions using a range of artefacts/ photographs provided?</p>				<p>Can they put up to five objects/events in chronological order (recent history)?</p> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <p>Can they tell us about an important historical event that happened in the past?</p> <p>Can they explain differences between past and present in their life and that of other children from a different time in history?</p> <p>Do they know who will succeed the queen and how the succession works?</p>

						Can they find out more about a famous person from the past and carry out some research on him or her?
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YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can describe significant historical events, people and places locally</p> <p>I can use a wide vocabulary of everyday historical terms</p> <p>I can speak about how I have found out about the past</p> <p>I can record what I have learned by drawing and writing</p>		<p>I can describe events beyond living memory that are significant nationally or globally</p> <p>I can show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>I can show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods</p>	<p>I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p>	<p>I can describe changes within living memory and aspects of change in national life</p>	<p>I can show an awareness of the past, using common words and phrases relating the passing of time</p> <p>I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>I can record what I have learned by drawing and writing</p>

I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented

Challenge

Can they sequence a set of objects in chronological order and give reasons for their order?  
Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?  
Can they say at least two ways they can find out about the past, for example using books and the internet?

Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?  
Can they try to work out how long ago an event happened?

Can they sequence events about the life of a famous person?  
Can they explain why someone in the past acted in the way they did?  
Can they explain what is meant by a democracy and why it is a good thing?  
Can they explain why eye-witness accounts may vary?

Can they sequence events about own life?  
Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can describe changes in Britain from the Stone Age to the Iron Age</p> <p>I can use an increasing range of common words and phrases relating to the passing of time</p> <p>I can describe memories of key events in his/her life using historical vocabulary</p>					<p>I can describe the Roman Empire and its impact on Britain</p> <p>I can use an increasing range of common words and phrases relating to the passing of time</p> <p>I can describe memories of key events in his/her life using historical vocabulary</p>
Challenge	<p>Can they set out on a timeline, within a given period, what special events took place?</p> <p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p>Can they use specific search engines on the</p>					<p>Can they begin to recognise and quantify the different time periods that exist between different groups that invaded Britain?</p> <p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p>

	Internet to help them find information more rapidly?					Can they appreciate that war/s would inevitably have brought much distress and bloodshed? Do they have an appreciation that wars start for specific reasons and can last for a very long time? Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?
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YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	Fishermen's society visit and talk about the history of			I can place some historical periods in a chronological framework		I can use historic terms related to the period of study



	<p>Hastings' fishermen.</p> <p>No statements associated</p> <p>I can use a variety of resources to find out about aspects of life in the past</p>			<p>I can use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>I can use a variety of resources to find out about aspects of life in the past (historical enquiry)</p>		<p>I can understand that sources can contradict each other</p> <p>I can explain what I have learned in an organised and structured way, using appropriate terminology</p>
<p>Challenge</p>				<p>Can they use their mathematical skills to help them work out the time differences between certain major events in history?</p> <p>Can they recognise that people's way of life in the past was dictated by their work?</p> <p>Do they appreciate that weapons will have changed by the developments and inventions that would have</p>		<p>Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p> <p>Do they appreciate that what people ate was different because of the availability of different sources of food?</p> <p>Do they appreciate that wealthy people would have had a very different way of living which would have</p>

				<p>occurred within a given time period?          Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>		<p>impacted upon their health and education?          Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>
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YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	I can make comparisons between aspects of periods of history and the present day				I can use dates to order and place events on a timeline	

	<p>I can compare sources of information available for the study of different times in the past</p> <p>I can understand that the type of information available depends on the period of time studied</p> <p>I can present findings and communicate knowledge and understanding in different ways</p> <p>I can evaluate the usefulness of a variety of sources</p>				<p>I can evaluate the usefulness of a variety of sources</p> <p>I can compare sources of information available for the study of different times in the past</p> <p>I can provide an account of a historical event based on more than one source</p> <p>I can give some reasons for some important historical events</p> <p>I can make comparisons between aspects of periods of history and the present day</p>	
Challenge	Can they create timelines which outline the development of specific features, such as medicine,				Do they appreciate how plagues and other major events have created huge differences to the way medicines and	

	weaponry, transport etc.				health care was looked at? Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?	
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YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements		I can describe a study of Ancient Greek life and achievements and	Link to Elizabethan period incorporated with English. I can	I can describe a chronologically secure knowledge and understanding	I can describe a study of an aspect or theme in British history beyond 1066	

		<p>their influence on the western world</p> <p>I can understand how our knowledge of the past is constructed from a range of sources.</p> <p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>I can make confident use of a variety of sources for independent research</p> <p>I can construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>of British, local and world history, establishing clear narratives within and across periods</p> <p>I can describe a study of an aspect or theme in British history beyond 1066</p> <p>I can make confident use of a variety of sources for independent research</p> <p>I can note connections, contrasts and trends over time and show some use of historical terms</p> <p>I can describe a local history study</p> <p>I can use evidence to support arguments</p> <p>I can construct informed responses</p>	<p>I can describe a non-European society that provides contrasts with British history</p> <p>I can make confident use of a variety of sources for independent research</p>	
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				that involve thoughtful selection and organisation of relevant historical information. I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		
Challenge		Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?		Can they suggest relationships between causes in history? Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today? Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?	Can they suggest why there may be different interpretations of events? Can they suggest why certain events, people and changes might be seen as more significant than others? Can they pose and answer their own historical questions?	

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