

History Curriculum Overview

History Objectives by Year Group (Development Matters / National Curriculum 2014)			
Pre-School/ Reception			
Autumn	Celebrations: Remembrance, Diwali, Bonfire Night, and Christmas.	Worldwide	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Spring	Inspirational People Diana Spencer (A) Jesse Owens (B)	British/Worldwide	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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.
Summer	How I've grown and changed. Past, Present and Future.	Local	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the 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.

History Curriculum Overview

Year ½ Cycle A			
Autumn	What do we know about World War I?	British	Events beyond living memory that are significant nationally or globally.
Spring	How do our toys and games compare with those of children in the 1960s?	Local	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Summer	Have we had more than one Queen?	British	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.
Year ½ Cycle B			
Autumn	How was school different in the past?	British	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Spring	How did the building of Manchester Airport change our local area?	Local	Significant historical events, people and places in their own locality.
Summer	What is a monarch?	British	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.
Year 3			
Autumn	What changes were there from the Stone Age to the Iron Age?	British	Changes in Britain from the Stone Age to the Iron Age.
Spring	What was important to the Ancient Egyptians?	Worldwide	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.
Summer	What did the Greeks ever do for us?	Worldwide	Ancient Greece – a study of Greek life and achievements and their influence on the western world.

History Curriculum Overview

Year 4			
Autumn	Why did the Romans settle in Britain?	British	The Roman Empire and its impact on Britain.
Spring	What did the Anglo-Saxons bring to Britain?	British	Britain's settlement by Anglo-Saxons and Scots.
Summer	Who were the Vikings?	British	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Year 5			
Autumn	What was life like in Tudor England?	British	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
Spring	Did the Greg family have a positive impact on our local area?	Local	A local history study.
Summer	How did the Maya civilisation compare to the Anglo-Saxons?	Worldwide	A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
Year 6			
Autumn	What does the census tell us about our local area?	Local	A local history study.
Spring	What happened during WW2?	British	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Summer	How has medicine changed through time?	British	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

History Curriculum Overview

History unit Overview			
Year Group	Autumn	Spring	Summer
Pre-School	Me and my world with family and friends.	Me and my world of heroes	Me and my world around me (far)
Reception	Me and my world of celebrations	Me and my world around (near)	Me and my world around me
Year 1	What do we know about World War I?	How do our toys and games compare with those of children in the 1960s?	Have we had more than one Queen?
Year 2	How was school different in the past?	How did the building of Manchester Airport change our local area?	What is a monarch?
Year 3	What changes were there from the Stone Age to the Iron Age?	What was important to the Ancient Egyptians?	What did the Greeks ever do for us?
Year 4	Why did the Romans settle in Britain?	What did the Anglo-Saxons bring to Britain?	Who were the Vikings?
Year 5	What was life like in Tudor England?	Did the Greg family have a positive impact on our local area?	How did the Maya civilisation compare to the Anglo-Saxons?
Year 6	What does the census tell us about our local area?	What happened during WW2?	How has medicine changed through time?

History Skill Progression by Year Group							
Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	To use and understand words and phrases that show present and past. Describe changes that are and have happened.	Use words and phrases to show the passing of time. Put a few simple pictures or artefacts in chronological order. Describe memories and changes that have happened in their own lives.	Order dates on simple time lines. Sequence some key pictures from different periods. Describe memories and changes that have happened in their own lives and within their local area. Use key words and phrases to show passing of time.	Sequencing events, artefacts or historical figures on a timeline with key date landmarks. Understanding & using AD & BC on a timeline. Understanding that different events & period of history occurred at the same time. Understand that dates of time periods differ around the world. Describing changes over a period of history	Sequencing events, artefacts or historical figures on a timeline. Understanding & using AD & BC on a timeline. Understanding that different events & period of history occurred at the same time. Describing changes over a period of history. Understand that dates of time periods differ around the world.	Sequencing events, artefacts or historical figures on a timeline. Understanding & using AD & BC on a timeline. Understanding that different events & period of history occurred at the same time. Describing changes over a period of history. Being aware that BC is also being referred to as BCE. To be able to create an accurate timeline with equal intervals of time.	Sequencing events, artefacts or historical figures on a timeline. Understanding & using AD & BC on a timeline. Understanding that different events & period of history occurred at the same time. Describing changes over a period of history. Being aware that BC is also being referred to as BCE. To be able to create an accurate timeline with equal intervals of time.

History Curriculum Overview

Historical Communication s	To talk about events that have happened in the past using accurate terminology.	Use key vocabulary and begin using historical terminology related to the topic. Communicate about the past (talk, write, drama, draw)	Use key words and phrases to show passing of time. Use key historical terminology related to the topic. Communicate about the past.	Using key vocabulary & terms and explaining the definition of some words. Presenting, communicating & organising ideas about the past. Presenting ideas/research or projects.	Using key vocabulary & terms and to explain the definition of most words. Presenting, communicating & organising ideas about the past. Presenting ideas/research or projects.	Using key vocabulary & terms and to explain the definition of words. Presenting, communicating & organising ideas about the past. Presenting ideas/research or projects.	Using key vocabulary & terms and to explain the definition of words. Presenting, communicating & organising ideas about the past. Presenting ideas/research or projects.
Historical Interpretations	To use photos and pictures to find out about the past. To know that we can use pictures to tell us what has happened.	Use photos, pictures & artefacts to find out about the past. Know we can learn about the past from different sources (pictures, artefacts, letters)	Use artefacts/pictures to find out about the past. Use these artefacts/pictures to make assumptions. Know there are different source types that can be used to describe the past.	Finding & analysing a wide range of evidence about the past. Consider the reliability of sources and potential bias.	Finding & analysing a wide range of evidence about the past. Looking at two versions of the same event or story in history & identifying the differences. Consider reliability and bias of sources. Explaining some of the reasons why different accounts of history exist.	Finding & analysing a wide range of evidence about the past. Looking at two versions of the same event or story in history & identifying the differences. Consider reliability and bias of sources. Explaining some of the reasons why different accounts of history exist.	Finding & analysing a wide range of evidence about the past. Looking at two versions of the same event or story in history & identifying the differences. Consider reliability and bias of sources. Explaining some of the reasons why different accounts of history exist.
Historical Knowledge	To know we are in the present. To learn about key events such as Bonfire Night and Remembrance Day.	Recognise the difference between past and present. Describe significant individuals from the past and what they achieved. Begin to compare time periods within living memory.	Recognise the similarities and differences between the past and present ways of life. Understand there are reasons why people acted the way they did. Learn about events that shaped our local area, Britain and the world.	Explain how people & events have caused changes & influenced our lives today. Describing the attitudes & beliefs of people living in certain time periods. Compare our everyday lives to lives of people in the past. Begin to make comparisons across time periods and identify similarities and differences.	Explaining how people & events have caused changes & influenced our lives today. Describing the attitudes & beliefs of people living in certain time periods. Identifying connections and trends over Time. Compare our everyday lives to lives of people in the past.	Explaining how people & events have caused changes & influenced our lives today. Describing the attitudes & beliefs of everyday people living in certain time periods. Identifying connections and trends over time. Compare our everyday lives to lives of people in the past.	Explaining how people & events have caused changes & influenced our lives today. Describing the attitudes & beliefs of everyday People living in certain time periods. Identifying connections and trends over time. Compare our everyday lives to lives of people in the past.

History Curriculum Overview

Historical Investigation	To ask simple questions about topics being taught.	Observe and handle evidence and say how it can be used to find out about the past. Begin to make assumptions about evidence.	Observe & handle evidence to ask simple questions and find answers about the past. Choose and select evidence and say how it can be used to find out about the past. Begin to make assumptions about evidence.	Researching and using sources to collect Evidence. Using sources to answer questions about the past. Creating your own questions/investigations to find answers about the past.	Researching and using sources such as pictures, artefacts, website etc to collect evidence. Using sources to answer questions about the past. Creating your own questions/investigations to find answers about the past. Beginning to form comprehensive answers about key questions.	Researching and using sources such as pictures, artefacts, website etc to collect evidence. Using sources to answer questions about the past. Creating your own questions/investigations to find answers about the past. Forming comprehensive answers about key questions.	Researching and using sources such as pictures, artefacts, website etc to collect evidence. Using sources to answer questions about the past. Creating your own questions/investigations to find answers about the past. Forming comprehensive answers about key questions.
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