

## History Curriculum - overview and skills

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>RECEPTION</b>				Skills - Talks about past/present events in his/her life and in the lives of family members (People and Communities)		Knows about similarities and differences between himself/herself and others, and among families, communities and traditions (ELG). (People and Communities)
Year 1	Changes within living memory – How we play. Holidays Food, Clothes, Technology	Place known events and objects in chronological order.	Significant people: Neil Armstrong. Sequence events and people in chronological order.	Changes within living memory ❖ Marianne North ❖ Food  Year 1: Place known events and objects in chronological order.	Significant people • Grace Darling • Mary Anning  Year 1: Use common words and phrases to describe the passing of time.	Changes within living memory – How we play. Holidays Food, Clothes, Technology

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<b>Year 2</b>		<p><b>Significant people:</b> <b>Samuel Pepys</b> Describe where people and events fit within a chronological framework.</p>	<p><b>SPACE:</b> Neill Armstrong</p> <p>Describe people and events within a chronological framework.</p>	<p><b>Describe where people and events fit within a chronological framework.</b></p>	<p>Show an awareness of the past using common words and phrases relating to the passing of time.</p>	
<b>Year 3 Band 3</b>		<p><b>Shackleton's Expedition:</b> Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Establish clear narratives within and across periods studied</p>		<p><b>Britain – Celts, Anglo-Saxons &amp; Scots</b> Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Establish clear narratives within and across periods studied</p> <p>Begin to order events in</p>	<p><b>Britain – Romans impact</b></p> <p>Establish clear narratives within and across periods studied</p> <p>Establish clear narratives within and across periods studied.</p> <p>Begin to order events in chronological order.</p>	<p><b>Local History study – Battle of Hastings</b></p> <p>Describe memories of key events in his/her life using historical vocabulary – link this to local History.</p> <p>Establish clear narratives within and across periods studied</p> <p>Begin to investigate a range of sources.</p>

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				chronological order		
				Begin to investigate a range of sources.		
Year 4 Band 4	<p>Britain - Celts, Anglo - Saxons and Scots</p> <p><i>Place some historical periods in a chronological framework.</i></p> <ul style="list-style-type: none"> <li>- <i>Use sources of information in ways that go beyond simple observations to answer questions about the past.</i></li> <li>- <i>Use a variety of resources to find out about aspects of life in the past.</i></li> <li>- <i>Understand that sources can contradict each other.</i></li> <li>- <i>Communicate his/her learning in an organised and structured way, using appropriate technology.</i></li> </ul>	Romans	<ul style="list-style-type: none"> <li>- <i>Place some historical periods in a chronological framework.</i></li> <li>- <i>Use sources of information in ways that go beyond simple observations to answer questions about the past.</i></li> <li>- <i>Use a variety of resources to find out about aspects of life in the past.</i></li> <li>- <i>Understand that sources can contradict each other.</i></li> <li>- <i>Communicate his/her learning in an organised and structured way, using appropriate technology.</i></li> </ul>	Battle of Hastings - research the local area	<ul style="list-style-type: none"> <li>- <i>Place some historical periods in a chronological framework.</i></li> <li>- <i>Use sources of information in ways that go beyond simple observations to answer questions about the past.</i></li> <li>- <i>Use a variety of resources to find out about aspects of life in the past.</i></li> <li>- <i>Understand that sources can contradict each other.</i></li> <li>- <i>Communicate his/her learning in an organised and structured way, using appropriate technology.</i></li> </ul>	
Year 5 Band 5		<p><b>India</b></p> <p>Use dates to order and place events on a</p>	<p><b>Victorians</b></p> <p>Evaluate usefulness of sources</p>		<p><b>Ancient Greece</b></p> <p>Communicate understanding</p>	

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		<p>timeline</p> <p>Make comparisons with history and modern day</p>	<p>Limitations of sources from history</p> <p>Present findings in different ways</p>		<p>and knowledge in different ways</p> <p>Provide an account of a historical event based on more than one source</p> <p>Compare sources of information available</p>	
<p><b>Year 6</b></p> <p><b>Band 6</b></p>		<p><b><u>India</u></b></p> <p>Describe a non-European society that provides contrasts from British history. Use evidence to support arguments. Chronologically secure understanding of British History.</p>	<p><b><u>Victorians</u></b></p> <p>Describe a local History study. Engage in historical enquiry. Construct informal responses that involve thoughtful selection. Understand how our knowledge of the past is formed from a range of sources.</p>		<p><b><u>Ancient Greece</u></b></p> <p>Describe a study of an aspect or theme using chronological knowledge beyond 1066. Describe the achievements of the earliest civilizations.</p>	<p><b><u>Ancient Greece</u></b></p> <p>Describe a study of Ancient Greek life and achievements.</p> <p><b><u>Elizabeth I (Transition topic)</u></b></p> <p>Critique primary or secondary evidence and discuss reasons why perceptions of historical events may differ.</p>