



### History Curriculum and Skills overview.

	<b>Knowledge/ coverage/ what are we teaching?</b> (to avoid repetition in year groups)	<b>Chronological understanding</b>	<b>Range and depth of historical knowledge</b>	<b>Interpretations of History</b>	<b>Historical enquiry</b>
Year 1	<ul style="list-style-type: none"> <li>- changes within living memory.</li> <li>- the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<p>Sequence events in their life</p> <p>Sequence artefacts from distinctly different periods of time</p> <p>Match objects to people from different time periods</p>	<p>Recognise the difference between past and present in their own and others' lives</p> <p>Know and recount episodes from stories about the past</p> <p>Begin to use terms from period studied</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts, photos/pictures</p>
Year 2	<ul style="list-style-type: none"> <li>- significant historical events, people and places in their own locality.</li> <li>- events beyond living memory that are significant nationally or globally</li> </ul>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in their lives</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p> <p>Use key terms from period studied</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos, accounts, stories</p>	<p>Use a source – observe or handle sources to answer questions about the past based on simple observations.</p>



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Year 3	<ul style="list-style-type: none"> <li>- changes in Britain from the Stone Age to the Iron Age</li> <li>- the achievements of the earliest civilizations</li> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several artefacts or objects</p>	<p>Find out about everyday lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people did certain things</p> <p>Be familiar with a bank of key terms linked to period studied</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations of the period – museum, cartoons etc</p>	<p>Use a range of sources to find out about a period</p> <p>Observe small details – artefacts, pictures</p> <p>Select and record information relevant to the study</p> <p>Begin to use books and internet for research</p>
Year 4	<ul style="list-style-type: none"> <li>- the Roman Empire and its impact on Britain</li> <li>- Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms e.g. BC/AD</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use books and internet for research</p>
Year 5	<ul style="list-style-type: none"> <li>- the Viking and Anglo-Saxon struggle for the</li> </ul>	<p>Know and sequence key events of time studied</p>	<p>Study different aspects of different people -</p>	<p>Compare accounts of events from different sources – fact or fiction</p>	<p>Begin to identify primary and secondary sources</p>



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	<p>Kingdom of England</p> <ul style="list-style-type: none"> <li>- a non-European society that provides contrasts with British history</li> <li>- a local history study</li> </ul>	<p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Offer some reasons for different versions of events</p>	<p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information</p> <p>Use books and internet for research with increasing confidence</p>
Year 6	<ul style="list-style-type: none"> <li>- a local history study</li> <li>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>	<p>Recognise primary and secondary sources</p> <p>Use a range of sources to find out about an aspect of time past</p> <p>Suggest omissions and the means of finding out</p> <p>Bring knowledge gathered from several sources together in a fluent account</p> <p>Confidently use books and the internet for research</p>