



History Curriculum Overview

'Working together to achieve success'



Y1	Changes with Living Memory	Events beyond living memory that are significant nationally or globally	
Y2	The lives of significant individuals who have contributed to national and international achievements	Significant historical events, people and places in their own locality	
Y3	Stone Age to Iron Age	Anglo Saxons and Vikings	The Romans
Y4	Ancient Egypt	Ancient Greece	
Y5	Victorians	Baghdad Civilisations	
Y6	World War II		



Strand	Key Learning / Historical enquiry skills
Year 1 Chronological understanding & Historical enquiry	Changes within living memory (my life so far) <ul style="list-style-type: none">• Can they recognise the distinction between past and present?• Can they put three objects in chronological order? (old, new/young, days, months and years)• Do they know that some objects belonged to the past?• Can they explain how they have changed since they were born? Can they describe special or significant events in their own lives?• Can they use common words and phrases relating to the passing of time? (a long time ago, old, new)• Can they ask and answer questions about old and new objects?• Can they spot old and new things in a picture? Can they use sources to answer questions about the past e.g. which object is older? How do we know?• Can they make simple observations about different people and events?• Can they give a plausible explanation about what an object was used for in the past?• Can they consider why things may change over time?
Year 1 Chronological understanding	Events beyond living memory that are significant nationally or globally (Moon Landing) <ul style="list-style-type: none">• Can they use phrases like 'before', 'after', 'past', 'present', 'then', 'a long time ago' and 'now' in their historical learning?• Do they recognise that their own lives are similar / different from the lives of people in the past? Ways of life at different times?• Can they sequence a set of events and facts in chronological order and give reasons for their order? The Gunpowder Plot / Guy Fawkes
Year 2 Knowledge and interpretation	The lives of significant individuals who have contributed to national and international achievements (Scott, Columbus) <ul style="list-style-type: none">• Do they appreciate that some famous people have helped our lives be better today?• Can they use a variety of historical terms such as Pole explorer?• Can they tell you about what a famous person has done to become famous?• Do they recognise that we celebrate certain events because of what happened many years ago?• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?• Can they demonstrate simple historical concepts and events through speaking, role play and picture stories?• Do they recognise some of the reasons why people in the past acted as they did?
Year 2 Historical enquiry	Significant historical events, people and places in their own locality (Morecambe) <ul style="list-style-type: none">• Can they identify some of the basic ways the past can be represented e.g. through pictures?• Can they research the life of a famous Briton from the past using different resources to help them? Grace Darling• Can they research the life of someone who used to live in their area using the internet and other sources to find out about them? Sir Richard Owen• Can they talk / write about who was significant in a simple historical account? Richard Owen• Can they answer questions by using a specific sources, such as objects, pictures, stories, plays, songs, film clips, museum displays and information books?



<p>Year 3 Chronological understanding</p>	<p>The Romans</p> <ul style="list-style-type: none"> Do they understand where the Roman Empire began? Can they research Julius Caesar and create a timeline of his life? Can they establish a chronological understanding of the Roman invasion of Britain using appropriate historical terminology i.e. Roman, decade, BC, AD? <p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Can they explain when and where the Vikings came from and why they raided Britain? Can they use a timeline to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened? Can they explain how the last Anglo-Saxon kings shaped Britain? <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Can they find out what happened in The Stone Age and put events in the correct order?
<p>Year 3 Knowledge and interpretation</p>	<p>The Romans</p> <ul style="list-style-type: none"> Can they look at the events of Boudicca's rebellion from different perspectives? Can they recognise connections, contrasts and trends of Roman instruments? <p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Can they explain who Ethelred II was and say when and why Danegeld was introduced? Can they identify and explain key aspects of Viking life? Can they use relevant and appropriate historical terms such as settlement, invasion etc? Can they explain how the legal system worked in Anglo-Saxon Britain? Can they recognise that Britain has been invaded by several different groups over time making connections and contrasts over time? Can they show their historical findings through a range of methods including the use of ICT, maps and timelines? <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Can they compare homes on the Palaeolithic, Mesolithic and Neolithic times? Can they tell you what people ate in the Stone Age and how this changed over time? Can they compare life in the Stone Age to life today? <p><i>Can they talk and write about historical events and changes by selecting and organising historical information and dates?</i></p>
<p>Year 3 Historical enquiry</p>	<p>The Romans</p> <ul style="list-style-type: none"> Can they research what a Roman soldier wore and why? Can they research the size and structure of Hadrian's wall and when it was built? What can they learn about Roman technology, culture and beliefs from Roman mosaics? What can they learn about Roman beliefs from studying Roman gods? <p>Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> Can they compare the significance of Anglo-Saxon kings in the Viking period? Can they use various sources of evidence to answer questions? Do they recognise that our knowledge of the past is constructed from primary and secondary sources of evidence? Can they use various sources to piece together information about a period in history? Do they recognise how sources of evidence are used to make historical claims? (Artists' pictures, museum displays, artefacts, written sources) <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Can they say how cave paintings told us about life in The Stone Age? Can they tell you about what we know about Skara Brae and how? <p><i>Can they recognise why events happened and what happened as a result?</i></p>
<p>Year 4 Chronological understanding</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> Do they know where and when the Ancient Greek civilisation existed and can they order events on a timeline? Do they know some significant events from the history of Ancient Greece? <p>Ancient Egypt</p> <ul style="list-style-type: none"> Can they plot history on a timeline using centuries? Can they use the appropriate terminology i.e. century, ancient, Egyptian, empire, BC? Can they tell you about when and where the ancient Egyptians lived?

<p>Year 4 Knowledge and interpretation</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> • Do they know about the Greek Empire, how it was established and maintained and the impact on the wider world? Can they use appropriate vocabulary when discussing and describing historical events and concepts i.e. democracy, society? • What do they know about the religious beliefs of the Ancient Greek people and do they know some of the gods they worshipped? • What do they understand about the Greek writing system and do they know some of the well-known Greek writers and stories? • Do they know and understand some Ancient Greek myths? <p>Ancient Egypt</p> <ul style="list-style-type: none"> • Can they understand what was important to people during ancient Egyptian times? Their characteristics of society? • Can they understand and explain the ancient Egyptian ritual of mummification? • Can they compare and contrast the Egyptian writing system with my own? • Can they compare and contrast the powers of different Egyptian gods? <p><i>Can they talk and write about historical events and changes by selecting and organising historical information and dates?</i></p>
<p>Year 4 Historical enquiry</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • Can they find out about ancient Egyptian life by looking at artefacts? • Can they show understanding of how evidence can give us different answers from the past? (The discovery of the tomb of Tutankhamun- two versions of events) <p>Ancient Greece</p> <ul style="list-style-type: none"> • What information can we gather from artefact : Vases? Can they research and describe an important Greek artefact? <p>Do they recognise that the past is constructed from a range of different sources? Can they use a wide range of sources as a basis for research to answer questions and to test hypothesis?</p> <p><i>Can they use sources to address historically valid questions and hypotheses about change, cause, similarity/difference and significance?</i></p>



<p>Year 5 Chronological understanding</p>	<p>Victorians</p> <ul style="list-style-type: none"> • Can they sequence events and periods using appropriate terms: Victorian era, turn of the century, pre-war? <p>Baghdad Civilisations</p> <ul style="list-style-type: none"> • Order the main events in the civilisation. • On a timeline compare what was happening in Britain at this time.
<p>Year 5 Knowledge and interpretation</p>	<p>Victorians</p> <ul style="list-style-type: none"> • Can they describe how the leisure industry developed from 19th century to today? • Can they explain how our locality has changed over time, explaining how things have changed or stayed the same? • Can they describe how different people in the Victorian era worked, travelled and funded coastal visits? • Can they make connections, draw contrasts and trends over the periods from Victorian Era to now? <p>Baghdad Civilisation</p> <ul style="list-style-type: none"> • Can you compare what was happening in the UK to what was happening in Baghdad during the golden age? • Can they compare what the Baghdad Maya people grew and ate to what we (Britons) ate? • What do children know about what was invented at this time? Create an information leaflet/brochure to explain. <p><i>Can they talk and write about historical events and changes by selecting and organising historical information and dates?</i></p>
<p>Year 5 Historical enquiry</p>	<p>Victorians</p> <ul style="list-style-type: none"> • Can they use primary and secondary sources to discover what life was like in our locality in The Victorian Era and support their line of enquiry? • How can we be sure that the sources are reliable? Can they evaluate sources and make inferences? • Can they use coastal settlement patterns and railway routes as a basis for research to use this information to test a hypothesis? <p>Baghdad Civilisation</p> <ul style="list-style-type: none"> • Can they discover facts about the Baghdad civilisation? • Can they locate Baghdad's geographical features? • Why was the round city built in that way?
<p>Year 6 Chronological understanding</p>	<p>World War II</p> <ul style="list-style-type: none"> • Can they explain why World War II began and order events from early WW II on a timeline? • Can they describe what happened during some key events from WWII and order them on a timeline?
<p>Year 6 Knowledge and interpretation</p>	<ul style="list-style-type: none"> • Can they appreciate what life was like for an evacuee, when, where and why they were evacuated? • Can they understand why and how rationing was introduced during WWII and how people adapted to deal with reduced product availability? • Can they describe how people's diets were different during WWII? • Do they understand how important and significant the role of women was during WWII? • Can they describe women's wartime jobs and what they entailed? • Can they explain what the holocaust was and describe some events that happened? Can they describe the impact on people's lives as a result of historical events/ situations (Nazis/Holocaust)?
<p>Year 6 Historical enquiry</p>	<ul style="list-style-type: none"> • World War II • Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? • How can different accounts of events help us build up a picture of the past? Can they give reasons for contrasting arguments and interpretations of the past?