



Curriculum Coverage: History

| | | | | ARE at the end of the year |
|---------------|---|---|---|--|
| Year 1 | Autumn | Spring | Summer | |
| Skills | Use words and phrases like: 'old', 'new' and 'a long time ago'. Place up to five objects (or events in their own lives) in chronological order (eg iPad, chalkboard, scroll). Explain how they have changed since they were born. Talk about buildings in the area which are old and new. | Use words and phrases like: 'old', 'new' and 'a long time ago'. Place up to five objects (or events in their own lives) in chronological order (eg iPad, chalkboard, scroll). Recognise that some objects belong to the past. Ask and answer questions about old and new objects or photos. Talk about buildings in the area which are old and new. | Use words and phrases like: 'old', 'new' and 'a long time ago'. Ask and answer questions about old and new objects or photos. give a plausible explanation about what an object was used for in the past. | <ol style="list-style-type: none"> 1. use words and phrases like: 'old', 'new' and 'a long time ago'. 2. place up to five objects (or events in their own lives) in chronological order (eg iPad, chalkboard, scroll). 3. recognise that some objects belong to the past. 4. explain how they have changed since they were born. 5. ask and answer questions about old and new objects or photos. 6. give a plausible explanation about what an object was used for in the past. 7. talk about buildings in the area which are old and new. |
| Topics | All about Me Guy Fawkes | Toys in the past | Historical figures | |



| Year 2 | Autumn | Spring | Summer | |
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| Skills | <p>Use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning.</p> <p>Know things that are different in their life from that of their grandparents when they were young.</p> <p>Find out something about the past by talking to an older person.</p> <p>Answer questions by using a specific source such as an informative book.</p> <p>Recount the life of someone famous from Britain who lived in the past.</p> <p>Appreciate that some famous people have helped our lives be better today.</p> | | <p>Use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning.</p> <p>Know things that are different in their life from that of their grandparents when they were young.</p> <p>Find out something about the past by talking to an older person.</p> <p>Answer questions by using a specific source such as an informative book.</p> | <ol style="list-style-type: none">1. use phrases and words like 'before', 'after', 'past', 'present', 'then' and 'now' in their historical learning.2. know things that are different in their life from that of their grandparents when they were young.3. find out something about the past by talking to an older person.4. answer questions by using a specific source such as an informative book.5. recount the life of someone famous from Britain who lived in the past. |
| Topics | <p>Fire of London Mary Seacole Florence Nightingale</p> | | <p>Seaside - Now and Then</p> | <ol style="list-style-type: none">6. appreciate that some famous people have helped our lives be better today.7. explain how their local area was different in the past. |



| Year 3 | Autumn | Spring 1 & 2 | Summer | |
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| Skills | | <p>Describe events from the past using dates when things happened.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Know that Britain has been invaded by several different groups over time.</p> <p>Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p> <p>Through research identify similarities and differences between given periods in history.</p> <p>Begin to appreciate how items found belonging to the past can help us to build a picture of how people lived.</p> | <p>Describe events from the past using dates when things happened.</p> <p>Use a timeline within a specific time in history to set out the order things may have happened.</p> <p>Through research identify similarities and differences between given periods in history.</p> <p>Begin to appreciate how items found belonging to the past can help us to build a picture of how people lived.</p> <p>Describe how their local area was different in the past and begin to offer explanations for these changes.</p> | <ol style="list-style-type: none"> 1. describe events from the past using dates when things happened. 2. use a timeline within a specific time in history to set out the order things may have happened. 3. know that Britain has been invaded by several different groups over time. 4. appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences. 5. through research identify similarities and differences between given periods in history. 6. begin to appreciate how items found belonging to the past can help us to build a picture of how people lived. 7. describe how their local area was different in the past and begin to offer explanations for these changes. |
| Topics | *Geography based | Stone Age to the Iron Age | Local history- Cedar's Park | |



| Year 4 | Autumn | Spring | Summer | |
|--------|---|--|---|---|
| Skills | <p>Plot recent history on a timeline using centuries. Use their mathematical skills to round up time differences into centuries and decades. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Explain how events from the past have helped shape our lives. Research two versions of an event and say how they differ. Research an aspect or theme in a given period from the past and use photographs and illustrations to present their findings.</p> | <p>Plot recent history on a timeline using centuries. Use their mathematical skills to round up time differences into centuries and decades. Recognise that the lives of wealthy people were very different from those of poor people. Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Explain how events from the past have helped shape our lives. Research an aspect or theme in a given period from the past and use photographs and illustrations to present their findings.</p> | <p>Plot recent history on a timeline using centuries. Use their mathematical skills to round up time differences into centuries and decades Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. Explain how events from the past have helped shape our lives. Research an aspect or theme in a given period from the past and use photographs and illustrations to present their findings.</p> | <ol style="list-style-type: none"> 1. plot recent history on a timeline using centuries. 2. use their mathematical skills to round up time differences into centuries and decades. 3. recognise that the lives of wealthy people were very different from those of poor people. 4. appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. 5. explain how events from the past have helped shape our lives. 6. research two versions of an event and say how they differ. 7. research an aspect or theme in a given period from the past and use photographs and illustrations to present their findings. 8. describe how their local area was different in the past and offer explanations for these changes. |
| Topics | The Romans | The Egyptians | Ancient Maya | |



| Year 5 | Autumn | Spring | Summer | |
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| Skills | <p>Draw a timeline with different time periods outlined which shows different information such as periods of history, when famous people lived, etc. Create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. Make comparisons between historical periods, explaining things that have changed and things which have stayed the same.</p> <p>Have a good understanding as to how a particular theme (eg entertainment, houses and homes or medicine) has changed over the years. Investigate how an aspect or theme has changed over time in the local area</p> | | <p>Draw a timeline with different time periods outlined which shows different information such as periods of history, when famous people lived, etc. Create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. Understand the differences between AD and BC. Make comparisons between historical periods, explaining things that have changed and things which have stayed the same.</p> <p>Aware of the immigration and emmigration which has led to the multi-cultural society of today's UK (eg the development of the British Empire, the Windrush). Have a good understanding as to how a particular theme (eg entertainment, houses and homes or medicine) has changed over the years.</p> | <ol style="list-style-type: none"> 1. draw a timeline with different time periods outlined which shows different information such as periods of history, when famous people lived, etc. 2. create timelines which outline the development of specific features, such as medicine, weaponry, transport etc. 3. understand the differences between AD and BC. 4. make comparisons between historical periods, explaining things that have changed and things which have stayed the same. 5. aware of the immigration and emmigration which has led to the multi-cultural society of today's UK (eg the development of the British Empire, the Windrush). 6. have a good understanding as to how a particular theme (eg entertainment, houses and homes or medicine) has changed over the years. 7. investigate how an aspect or theme has changed over time in the local area. |
| Topics | <p>Victorians The Highwayman Shakespeare</p> | | <p>Anglo-Saxons & Scots Vikings</p> | |



| Year 6 | Autumn | Spring | Summer | |
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| Skills | <p>Place features of events and people from past societies and periods in a chronological framework.</p> <p>Summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Explain how Britain has had a major influence on world history.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p> | <p>Place features of events and people from past societies and periods in a chronological framework.</p> <p>Describe what Britain may have learnt from other countries and civilisations through time gone by and more recently.</p> <p>Recognise and describe differences and similarities / changes and continuity between different periods in history.</p> | <p>Investigate how an aspect or theme has changed over time in the local area and offer their views about this change.</p> | <ol style="list-style-type: none">1. place features of events and people from past societies and periods in a chronological framework.2. summarise the main events from a specific period in history, explaining the order in which key events happened.3. explain how Britain has had a major influence on world history.4. describe what Britain may have learnt from other countries and civilisations through time gone by and more recently. |
| Topics | World War II | Ancient Greece | Local Study | <ol style="list-style-type: none">5. recognise and describe differences and similarities / changes and continuity between different periods in history.6. describe a key event from Britain's past using a range of evidence from different sources.7. investigate how an aspect or theme has changed over time in the local area and offer their views about this change. |