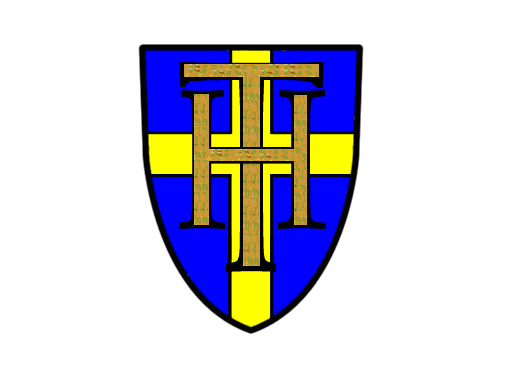
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Holy Trinity CE (VA) Primary School

‘Aim High, Let Your Light Shine’ - Matthew 5:16

**Curriculum Overview – History**

**(National Curriculum)**

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| **HISTORY** | |
| **INTENT** | * The individual talents and abilities of pupils will be promoted to ensure that each child fulfils his or her full potential * To provide opportunities to allow for cross curricular learning linked with their Geography and History topic as well as a diverse curriculum * Foster a “hands on” active approach which sparks children’s and teacher’s enthusiasm and interest, and deepens their understanding * Begin to plan and allow for experience days every half term / topic to assess prior knowledge and engage children. Geography and History topics are built upon each year allowing children to transfer their skills and build on knowledge to ensure a deeper understanding * Vocabulary is to be the core of the teaching of Geography and History and should be transferred and applied as children move up the years * Ensure children have access to a wide range of good quality resources and teachers have secure subject knowledge * History will be taught as an interactive subject which strives to ignite a child’s natural curiosity and begin to adopt an enquiry - based approach allowing the children’s learning to deepen * Teaching will bring learning to life, encouraging children to discover the past and understand how it connects with the lives we lead today * Children will be encouraged to become inquisitive Historians by asking and answering questions about past lives and societies through handling and analysing a wide range of historical evidence such as primary and secondary sources * In History, children will develop the skills to make links and connections, engage and respond, analyse and evaluate using sources of evidence. By understanding the lives of those of the past, children will gain a better understanding of their own identity * Children will develop a sense of chronology in relation to Britain’s past and that of the wider world and discover continuities and changes within time periods and the wilder world |
| **EYFS**   * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class * Talk about the lives of the people around them and their roles in society * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps | |

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| **National Curriculum statements to be covered in each year group.** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Changes within living memory  Significant historical events, people and places in their own locality  The lives of significant people in the past who have contributed to national and international achievements | Events beyond living memory  The lives of significant people in the past who have contributed to national and international achievements  The lives of significant people in the past who have contributed to national and international achievements  Significant historical events, people and places in their own locality | A local history study  The Roman Empire and its impact on Britain.  Changes in Britain from the Stone Age to the Iron Age | Britain’s settlement by Anglo Saxons and Scots  The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor  The achievements of the earliest civilisations. An overview of the where and when the first civilisations appeared and a depth study of one of the following: Ancient Egypt | Ancient Greece – a study of Greek life and achievements and their influence on the western world  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | A local history study  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066  A non-European society that provides contrast with British history – one study chosen from early Islamic civilisation, including a study of Benin (West Africa) c AD 900-1300. |

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| Understanding the World | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Children can:   * observe and use pictures, photographs and artefacts to find out about the past * observe or handle evidence to ask simple questions about the past * begin to choose and select evidence and say how it can be used to find out about the past   Children should ask and answer questions, using other sources to show that they know and understand key features of events  . | Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.  Children can:   * start to compare two versions of a past event * start to use stories or accounts to distinguish between fact and fiction * explain that there are different types of evidence and sources that can be used to help represent the past * children should ask and answer questions, using other sources to show that they know and understand key features of events * observe or handle evidence to find answers to simple questions about the past on the basis of simple observations * choose and select evidence and say how it can be used to find out about the past   Children should ask and answer questions, using other sources to show that they know and understand key features of events | Children should understand how our knowledge of the past is constructed through a range of sources.  Children can:   * use a range of sources to find out about the past * construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information * gather more detail from sources (primary and secondary) to build up a clearer picture of the past * regularly address and sometimes devise own questions to find answers about the past * begin to undertake their own research   Pupils should begin to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. | Children should understand how our knowledge of the past is constructed through a range of sources.  Children can:   * look at more than two versions of the same event or story in history and identify differences * investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different * use a range of sources (primary and secondary) to find out about the past * construct informed responses about one aspect of life or a key event in the past through selection and organisation of relevant historical information * gather more detail from sources (primary and secondary) to build up a clearer picture of the past * regularly address and sometimes devise own questions to find answers about the past * begin to undertake their own research   Pupils should begin to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information | Children should understand how our knowledge of the past is constructed through a range of sources.  Children can:   * find and analyse a wide range of evidence about the past * use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past * begin to understand the difference between primary and secondary evidence and the impact of this on reliability * know that people in the past represent events or ideas in a way that may be to persuade others * begin to evaluate the usefulness of different sources * recognise when they are using primary and secondary sources of information to investigate the past * use a wide range of difference evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures and historic sites * select relevant sections of information to address historically valid questions and construct detailed, informed responses   Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information | Children should understand how our knowledge of the past is constructed through a range of sources.  Children can:   * find and analyse a wide range of evidence about the past * use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past * consider different ways of checking the accuracy of interpretations of the past * understand the difference between primary and secondary evidence and the impact of this on reliability * show an awareness of the concept of propaganda * know that people in the past represent events or ideas in a way that may be to persuade others * begin to evaluate the usefulness of different sources * recognise when they are using primary and secondary sources of information to investigate the past * use a wide range of difference evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures and historic sites * select relevant sections of information to address historically valid questions and construct detailed, informed responses * investigate their own lines of enquiry by posing historically valid questions to answer   Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information |

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| **Chronological understanding** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  Children can:   * sequence events that are close together in time * order dates from earliest to latest on simple timelines * describe memories and changes that have happened in their own lives * use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  Children can:   * sequence artefacts and events that are close together in time * order dates from earliest to latest on simple timelines * sequence pictures from different periods * use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time | Pupils should continue to develop a chronologically secure and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:   * sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time * understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * begin to order an increasing number of significant events, movements and dates on a timeline using dates * start to use dates and terms to describe historical events | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:   * sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time * understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) * begin to order an increasing number of significant events, movements and dates on a timeline using dates * start to use dates and terms to describe historical events | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:   * order an increasing number of significant events, movements and dates on a timeline using dates accurately * accurately use dates and terms to describe historical events * understand and describe in some details the main changes to an aspect in a period of history * understand how some historical events / periods occurred concurrently in different locations. E.g., Benin, Ancient Greece, The Victorians, WW2, The Vikings etc. | Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:   * order an increasing number of significant events, movements and dates on a timeline using dates accurately * accurately use dates and terms to describe historical events * understand and describe in some details the main changes to an aspect in a period of history * understand how some historical events / periods occurred concurrently in different locations. E.g., Benin, Ancient Greece, The Victorians, WW2, The Vikings etc. |

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| **Knowledge and understanding of past events, people and changes in the past** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils should identify similarities and differences between ways of life in different periods. Children should choose stories and other sources to show that they know and understand key features of events.  Children can:   * recognise some similarities and differences between the past and the present * identify similarities and differences between ways of life in different periods * describe significant individuals from the past | Pupils should identify similarities and differences between ways of life in different periods. Children should choose stories and other sources to show that they know and understand key features of events.  Children can:   * recognise some similarities and differences between the past and the present * identify similarities and differences between ways of life in different periods * know and recount episodes from stories and significant events in history * understand that there are reasons why people in the past acted as they did * describe significant individuals from the past | Children should note, connections, contrasts, trends, similarities, differences, change, cause and significance over time and within the period studied.  Children can:   * note key changes and causes over a period of time and be able to give reasons for those changes * find out about the everyday lives of people in time studied compared with our life today * explain how people and events in the past have influenced life today * identify key features, aspects and events of the time studied * begin to identify continuities and changes * describe connections and contrasts between aspects of history, people and events | Children should note, connections, contrasts, trends, similarities, differences, change, cause and significance over time and within the period studied.  Children can:   * note key changes and causes over a period of time and be able to give reasons for those changes * find out about the everyday lives of people in time studied compared with our life today * begin to identify continuities and changes * explain how people and events in the past have influenced life today * identify key features, aspects and events of the time studied * describe connections and contrasts between aspects of history, people, events and artefacts studied | Children should note, connections, contrasts, trends, similarities, differences, change, cause and significance over time and within the period studied.  Children can:   * use appropriate historical terms such as culture, religious, social, economic and political when describing the past * examine causes, effect and results of great events and the impact these had on people * describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children * identify continuities and changes | Children should note, connections, contrasts, trends, similarities, differences, change, cause and significance over time and within the period studied.  Children can:   * use appropriate historical terms such as culture, religious, social, economic and political when describing the past * examine causes, effect and results of great events and the impact these had on people * describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children * identify continuities and changes |

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| **Historical interpretation** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Pupils should use a wide vocabulary of everyday historical terms.  Children can:   * show an understanding of historical terms / vocabulary verbally and in written work * talk, write and draw about things from the past * use historical vocabulary to retell simple stories about the past orally and through written work * use drama/role play to communicate their knowledge about the past | Pupils should use a wide vocabulary of everyday historical terms.  Children can:   * show an understanding of historical terms / vocabulary verbally and in written work * talk, write and draw about things from the past * use historical vocabulary to retell simple stories about the past orally and through written work * use drama /role play to communicate their knowledge about the past | Pupils should develop the appropriate use of historical terms.  Children can:   * use and understand appropriate historical vocabulary to communicate information. * present, communicate and organise ideas about the past using:   🡪 graphs, models, drama, role play, debates, presentations and difference genres of writing, for example, diaries, letters, recounts, posters, adverts, reports, information, comparison and conclusions.   * start to present ideas based on their own research about a studied period verbally and through written work | Pupils should develop the appropriate use of historical terms.  Children can:   * use and understand appropriate historical vocabulary to communicate information. * present, communicate and organise ideas about the past using:   🡪 graphs, models, drama, role play, debates, presentations and difference genres of writing, for example, diaries, letters, recounts, posters, adverts, reports, information, comparison and conclusions.   * start to present ideas based on their own research about a studied period verbally and through written work | Pupils should develop the appropriate use of historical terms.  Children can:   * know and show a good understanding of historical language including abstract terms. * Present, communicate and organise ideas about the past using:   🡪detailed discussions and debates and different genres of writing, for example, charts, myths, instructions, persuasions, letter, diaries, reports, explanations, discussions, recounts, information, posters, comparisons and conclusions   * begin to plan and present a self-directed project or research about the studied period | Pupils should develop the appropriate use of historical terms.  Children can:   * know and show a good understanding of historical language including abstract terms. * Present, communicate and organise ideas about the past using:   🡪detailed discussions and debates and different genres of writing, for example, charts, myths, instructions, persuasions, letter, diaries, reports, explanations, discussions, recounts, information, posters, comparisons and conclusions   * plan and present a self-directed project or research about the studied period |

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| **Historical enquiry** | | | | | |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| * Finds answers to simple questions about the past from sources of information (eg. pictures, stories) * Estimates the ages of people by studying and describing their features * Looks carefully at pictures or objects to find information about the past * Begin to ask and answers questions such as: ’what was it like for ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’ | * Finds answers to simple questions about the past from sources of information (eg. pictures, stories) * Looks carefully at pictures or objects to find information about the past * Asks and answers questions such as: ’what was it like for ….?’, ‘what happened in the past?’, ‘how long ago did …. happen?’ | * Uses printed sources (begin to identify them as primary and secondary), the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past * Asks questions such as ‘how did people ….? What did people do for….?’ * Begin to devise and ask enquiry questions * Suggests sources of evidence to use to help answer questions. | * Understands the difference between primary and secondary sources of evidence and use them * Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past * Devise and ask enquiry questions * Suggests sources of evidence from a selection provided to use to help answer questions | * Understands the difference between primary and secondary sources of evidence and use them * Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past * Asks a range of questions about the past * Chooses reliable sources of evidence to answer questions * Realises that there is often not a single answer to historical questions | * Understands the difference between primary and secondary sources of evidence and use them * Identifies and uses different sources of information and artefacts to gather information about the past * Evaluates the usefulness and accurateness of different sources of evidence * Selects the most appropriate source of evidence for particular tasks * Asks a range of questions about the past * Forms own opinions about historical events from a range of sources |