



Holy Trinity CE (VA) Primary School

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

**Curriculum Overview – History  
(National Curriculum)**

## 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
- 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

**National Curriculum statements to be covered in each year group.**

| Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|---|---|--|--|--|---|
| <p>Changes within LivingMemory</p> <p>Significant historical events, people and places in their own locality.</p> <p>The lives of significant people in the past who have contributed to national and international achievements.</p> | <p>Events beyond livingmemory.</p> <p>The lives of significant people in the past who have contributed to national and international achievements.</p> <p>Significant historical events, people and places in their own locality.</p> | <p>A local history study.</p> <p>The Roman Empire and its impact on Britain.</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> | <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p> <p>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 Sumer; The Indus Valley; <b>Ancient Egypt</b>; The Shang Dynasty of China</p> | <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> | <p>A local history study.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A non-European society that provides contrast with British history – one study chosen from early Islamic civilisation, including a study of Baghdad c. AD 900; Maya civilisation c AD 900; <b>Benin (West Africa) c AD 900-1300.</b></p> |

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| Understanding the World |             |             |
| <b>KS1</b>              | <b>LKS2</b> | <b>UKS2</b> |

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|--|--|---|
| <p>Children can:</p> <ul style="list-style-type: none"> <li>● start to compare two versions of a past event;</li> <li>● observe and use pictures, photographs and artefacts to find out about the past;</li> <li>● start to use stories or accounts to distinguish between fact and fiction;</li> <li>● explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>● observe or handle evidence to ask simple questions about the past;</li> <li>● observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</li> <li>● choose and select evidence and say how it can be used to find out about the past.</li> </ul> | <p>Children can:</p> <ul style="list-style-type: none"> <li>● look at more than two versions of the same event or story in history and identify differences;</li> <li>● investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</li> </ul> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>● use a range of sources to find out about the past;</li> <li>● construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>● gather more detail from sources such as maps to build up a clearer picture of the past;</li> <li>● regularly address and sometimes devise own questions to find answers about the past;</li> <li>● begin to undertake their own research.</li> </ul> | <p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>● find and analyse a wide range of evidence about the past;</li> <li>● use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>● consider different ways of checking the accuracy of interpretations of the past;</li> <li>● start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>● show an awareness of the concept of propaganda;</li> <li>● know that people in the past represent events or ideas in a way that may be to persuade others;</li> <li>● begin to evaluate the usefulness of different sources.</li> </ul> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>● recognise when they are using primary and secondary sources of information to investigate the</li> </ul> |
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past;

- use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, 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

**Chronological understanding****KS1**

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;
- 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.

**LKS2**

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;

**UKS2**

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 detail the main changes to an aspect in a period in history;
- understand how some historical events/periods occurred concurrently in different locations, e.g. Benin, Ancient Greece and The Victorians

**Knowledge and understanding of past events, people and changes in the past**

**KS1**

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.

**LKS2**

Children can:

- note key changes 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;
- describe connections and contrasts between aspects of history, people, events and artefacts studied.

**UKS2**

Children can:

- identify and note connections, contrasts and trends over time in the everyday lives of people;
- use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
- examine causes 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.

## Historical interpretation

### KS1

Children can:

- show an understanding of historical terms / vocabulary verbally and in written work. For example, monarch, parliament, government, war, remembrance etc.
- talk, write and draw about things from the past;
- use historical vocabulary to retell simple stories about the past verbally and through written work;
- use drama/role play to communicate their knowledge about the past.

### LKS2

Children can:

- use and understand appropriate historical vocabulary to communicate information. For example, ruled, reigned, empire, invasion, conquer, kingdoms etc.
- present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides, postcards;
- start to present ideas based on their own research about a studied period verbally and through written work.

### UKS2

Children can:

- know and show a good understanding of historical vocabulary including abstract terms. For example, democracy, civilisation, social, political, economic, cultural, religious etc.
- present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports, discussions, persuasions and explanations;
- plan and present a self-directed project or research about the studied period.

Historical enquiry

| Year 1  | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|---|--|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Finds answers to simple questions about the past from sources of information (eg. pictures, stories)</li> <li>• Estimates the ages of people by studying and describing their features.</li> </ul> | <ul style="list-style-type: none"> <li>• Looks carefully at pictures or objects to find information about the past.</li> <li>• Asks and answers questions such as: 'what was it like for a....?', 'what happened in the past?', 'how long ago did .... happen?'</li> </ul> | <ul style="list-style-type: none"> <li>• Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks questions such as 'how did people ....? What did people do for....?'</li> <li>• Suggests sources of evidence to use to help answer questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Understands the difference between primary and secondary sources of evidence.</li> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Devise and ask questions</li> <li>• Suggests sources of evidence from a selection provided to use to help answer questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>• Asks a range of questions about the past.</li> <li>• Chooses reliable sources of evidence to answer questions.</li> <li>• Realises that there is often not a single answer to historical questions.</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies and uses different sources of information and artefacts to gather information about the past.</li> <li>• Evaluates the usefulness and accurateness of different sources of evidence.</li> <li>• Selects the most appropriate source of evidence for particular tasks.</li> <li>• Forms own opinions about historical events from a range of sources.</li> </ul> |