

# HISTORY OVERVIEW

	AUTUMN: PLACE	SPRING: PEOPLE	SUMMER: EVENTS
<b>Year R</b>	<p><b>My family and my special people</b>  <b>Comparing and finding differences between ourselves and others, and celebrating being different/similar</b>  <b>Why do we celebrate Bonfire Night?</b></p> <p><b>Chronology</b>            Talk about past and present in their own lives.            Use common words and phrases related to the passing of time, for example before, after, now, today, tomorrow, yesterday.            Order and sequence familiar events (e.g. timetable for the day)            Describe main story settings, events and principal characters</p> <p><b>Historical enquiry</b>            Use artefacts to talk about their lives.</p> <p>Ask and answer questions about artefacts in their lives.</p> <p><b>Historical interpretation</b>            Comment on images of familiar situations in the past.</p> <p><b>Similarity and Difference</b>            Identify similarities and differences between themselves, families, communities and traditions using photos, artefacts and drawing.</p> <p><b>Historical significance</b></p> <p>Recognise and describe special times or events for family or friends.</p>	<p><b>Different occupations of life</b></p> <p><b>Chronology</b>            Use common words and phrases related to the passing of time, for example before, after, now, today, tomorrow, yesterday.            Order and sequence familiar events (e.g. timetable for the day)</p> <p><b>Historical enquiry</b>            Use artefacts to talk about their lives.</p> <p>Ask and answer questions about artefacts in their lives.</p> <p><b>Historical interpretation</b>            Comment on images of familiar situations in the past.</p> <p><b>Change and continuity</b></p> <p>Look closely at similarities, differences, patterns and change.</p> <p><b>Historical significance</b>            Describe significant people in their own lives</p>	<p><b>Figures from the past</b></p> <p><b>Chronology</b>            Use common words and phrases related to the passing of time, for example before, after, now, today, tomorrow, yesterday.            Order and sequence familiar events (e.g. timetable for the day)</p> <p><b>Historical enquiry</b>            Use artefacts to talk about their lives.</p> <p>Ask and answer questions about artefacts in their lives.</p> <p><b>Change and continuity</b></p> <p>Look closely at similarities, differences, patterns and change.</p> <p><b>Similarity and difference</b>            Compare and contrast characters from stories, including figures from the past.</p>

<p><b>Year 1</b></p>	<p><b>Toys: changes within living memory</b> N.C. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b>Invention and technology</b></p> <p><b>Chronology</b> Sequence events and artefacts into a chronological order and map to familiar time points (e.g. during their own lives or since grandparents)</p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Use common words and phrases related to the passing of time, for example: before, after, past, present, then, now, new/old', 'when I was little', 'when my mum was young'.</p> <p>Produce a family tree of their immediate family.</p> <p><b>Historical enquiry</b> Gather information from a single source, such as a photograph or artefact.</p> <p>Ask and answer questions related to different sources and artefacts.</p> <p><b>Change and continuity</b> Identify similarities and differences between ways of life within living memory.</p> <p><b>Similarity and Difference</b> Make simple observations, describing similarities and differences, about different types of people, events, beliefs within our society.</p> <p><b>Historical significance</b></p>	<p><b>Significant people in Portsmouth: John Pounds</b></p> <p>N.C. significant historical events, people and places in their own locality.</p> <p><b>Invention and technology, poverty and wealth, rights</b></p> <p><b>Chronology</b> Place familiar events and artefacts on a timeline.</p> <p>Sequence events and artefacts into a chronological order and map to familiar time points (e.g. during their own lives or since grandparents)</p> <p>Use common words and phrases related to the passing of time, for example: before, after, past, present, then, now, new/old', 'when I was little', 'when my mum was young'.</p> <p><b>Historical enquiry</b> Distinguish photographs from pictures.</p> <p>Gather information from a single source, such as a photograph or artefact.</p> <p>Ask and answer questions related to different sources and artefacts.</p> <p><b>Historical interpretation</b> Spot differences in small accounts such as events they have been involved with.</p> <p><b>Cause and consequence</b> Know why events happened and who caused it to happen</p> <p><b>Similarity and Difference</b> Make simple observations, describing similarities and differences, about different types of people, events, beliefs within our society.</p>	<p><b>The first moon landing</b></p> <p>N.C. significant historical events, people and places in their own locality.</p> <p><b>Invention and technology</b></p> <p><b>Chronology</b> Place familiar events and artefacts on a timeline.</p> <p>Use common words and phrases related to the passing of time, for example: before, after, past, present, then, now, new/old', 'when I was little', 'when my mum was young'.</p> <p><b>Historical enquiry</b> Gather information from a single source, such as a photograph or artefact. Ask and answer questions related to different sources and artefacts.</p> <p><b>Cause and consequence</b> Know why events happened and who caused it to happen.</p> <p><b>Similarity and Difference</b> Make simple observations, describing similarities and differences, about different types of people, events, beliefs within our society.</p> <p><b>Historical significance</b> Talk about who or what was important from a story or picture</p>
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<b>Year 2</b>	<p><b>London: The Great Fire</b> N.C. events beyond living memory that are significant nationally or globally</p> <p><b>Invention and technology, Settlement, Poverty and wealth</b></p> <p><b>Chronology</b> Sequence events, people, photographs and artefacts into chronological order, within different periods of time.</p> <p>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now, recently.</p> <p><b>Historical enquiry</b> Observe and handle a few sources (artefacts, pictures, photographs, stories, eye witness accounts, visits, online sources) to gather detailed information.</p> <p>Ask and answer questions about the past to find out answers.eg What was it like for people? What happened? How long ago?</p> <p><b>Historical interpretation</b> Identify different ways in which the past is represented.</p> <p><b>Cause and consequence</b> Know why events happened and what happened as a result.</p> <p><b>Change and continuity</b> Identify similarities and differences between ways of life at different times across different periods.</p> <p><b>Historical significance</b></p>	<p><b>Isambard Kingdom Brunel vs. Elon Musk</b> N.C.the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p><b>Invention and technology, Trade</b></p> <p><b>Chronology</b> Sequence events, people, photographs and artefacts into chronological order, within different periods of time.</p> <p>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now, recently.</p> <p>Label a timeline with language related to the passing of time.</p> <p>Label a timeline with given dates.</p> <p><b>Historical enquiry</b> Observe and handle a few sources (artefacts, pictures, photographs, stories, eye witness accounts, visits, online sources) to gather detailed information.</p> <p>Ask and answer questions about the past to find out answers.eg What was it like for people? What happened? How long ago?</p> <p>Draw simple conclusions about sources, such as what an artefact is used for.</p> <p><b>Historical interpretation</b> Identify different ways in which the past is represented.</p>	<p><b>The journey of the Mary Rose through time</b> N.C. significant historical events, people and places in their own locality.</p> <p><b>Monarchy, invention and technology</b></p> <p><b>Chronology</b> Sequence events, people, photographs and artefacts into chronological order, within different periods of time.</p> <p>Use common words and phrases related to the passing of time, for example before, after, past, present, then, now, recently.</p> <p>Label a timeline with language related to the passing of time.</p> <p>Label a timeline with given dates.</p> <p><b>Historical enquiry</b> Observe and handle a few sources (artefacts, pictures, photographs, stories, eye witness accounts, visits, online sources) to gather detailed information.</p> <p>Ask and answer questions about the past to find out answers.eg What was it like for people? What happened? How long ago?</p> <p>Draw simple conclusions about sources, such as what an artefact is used for.</p> <p><b>Historical interpretation</b> Identify different ways in which the past is represented.</p>

	<p>Begin to explain why a person or event was important.</p>	<p><b>Cause and consequence</b> Know why events happened and what happened as a result.</p> <p><b>Similarity and Difference</b> Make simple observations, describing similarities and differences, about different types of people, events, beliefs within a society.</p> <p><b>Historical significance</b> Begin to explain why a person or event was important.</p>	<p><b>Cause and consequence</b> Know why events happened and what happened as a result.</p> <p><b>Change and continuity</b> Identify similarities and differences between ways of life at different times across different periods.</p> <p><b>Historical significance</b> Begin to explain why a person or event was important.</p>
<p><b>Year 3</b></p>	<p><b>Portsmouth during WW2</b> N.C. a local history study</p> <p>War and conflict, poverty and wealth, democracy</p> <p><b>Chronology</b> Use dates and vocabulary related to the passing of time to place events, artefacts and historical figures of the time studied onto a timeline.</p> <p>Begin to build a chronologically secure knowledge of British, local world history, making links between periods studied.</p> <p><b>Historical enquiry</b> Use more than one source of information, including ICT, to find out about events, people and changes.</p> <p>Ask and answer questions about a particular event or person.</p> <p><b>Cause and consequence</b> Identify more than one cause for an event and more than one consequence.</p> <p><b>Change and continuity</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age</b> N.C. Changes in Britain from the Stone Age to the Iron Age Settlement, invention and technology and trade</p> <p><b>Chronology</b> Sequence several events and artefacts into periods of time.</p> <p>Use dates and vocabulary related to the passing of time to place events, artefacts and historical figures of the time studied onto a timeline.</p> <p>Begin to build a chronologically secure knowledge of British, local world history, making links between periods studied.</p> <p><b>Historical enquiry</b> Use more than one source of information, including ICT, to find out about events, people and changes.</p> <p>Ask and answer questions about a particular event or person.</p> <p><b>Historical interpretation</b></p>	<p><b>The building of the pyramids</b> N.C. the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt</p> <p>Empire, trade, invention and technology</p> <p><b>Chronology</b> Sequence several events and artefacts into periods of time.</p> <p>Use dates and vocabulary related to the passing of time to place events, artefacts and historical figures of the time studied onto a timeline.</p> <p>Begin to build a chronologically secure knowledge of British, local world history, making links between periods studied.</p> <p><b>Historical enquiry</b> Use more than one source of information, including ICT, to find out about events, people and changes.</p> <p>Ask and answer questions about a particular event or person.</p>

	<p>Describe the main changes within a time period studied.</p> <p><b>Historical significance</b> Identify historically significant people and events in situations.</p>	<p>Identify and give reasons for different ways in which the past is interpreted and begin to give reasons for this.</p> <p><b>Cause and consequence</b> Identify more than one cause for an event and more than one consequence.</p> <p><b>Change and continuity</b> Describe the main changes within a time period studied.</p> <p><b>Similarity and Difference</b> Describe the social, ethnic, cultural or religious diversity of a past society.</p> <p><b>Historical significance</b> Identify historically significant people and events in situations.</p>	<p><b>Historical interpretation</b> Identify and give reasons for different ways in which the past is interpreted and begin to give reasons for this.</p> <p><b>Cause and consequence</b> Identify more than one cause for an event and more than one consequence.</p> <p><b>Similarity and Difference</b> Describe the social, ethnic, cultural or religious diversity of a past society.</p> <p><b>Historical significance</b> Identify historically significant people and events in situations.</p>
<p><b>Year 4</b></p>	<p><b>Changes in Britain from the Stone Age to the Iron Age (2022/2023)</b> N.C. Changes in Britain from the Stone Age to the Iron Age <b>The Roman Empire and its impact on Britain (2023/2024 onwards)</b> N.C. the Roman Empire and its impact on Britain <b>Settlement, religion, invasion, trade</b></p> <p><b>Chronology</b> Sequence events and artefacts over several periods of time.</p> <p>Place events, people and changes into correct periods of time on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Develop a chronologically secure knowledge of British, local world history, making clear links between periods studied.</p>	<p><b>Elizabeth I (2023/2024 onwards)</b> N.C. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>The Roman Empire and its impact on Britain (2022/2023)</b> N.C. the Roman Empire and its impact on Britain <b>Religion, monarchy, war and conflict</b></p> <p><b>Chronology</b> Place events, people and changes into correct periods of time on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Develop a chronologically secure knowledge of British, local world history, making clear links between periods studied.</p> <p>Begin to understand how some historical events/periods occur concurrently in different locations</p> <p><b>Historical enquiry</b></p>	<p><b>Britain's settlement by Anglo-Saxons and Scots</b> N.C. Britain's settlement by Anglo-Saxons and Scots</p> <p><b>Invasion, settlement</b></p> <p><b>Chronology</b> Sequence events and artefacts over several periods of time.</p> <p>Place events, people and changes into correct periods of time on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Develop a chronologically secure knowledge of British, local world history, making clear links between periods studied.</p> <p>Begin to understand how some historical events/periods occur concurrently in different locations</p>

	<p>Begin to understand how some historical events/periods occur concurrently in different locations</p> <p><b>Historical interpretation</b> See differences between what might be a fact that most people agree with and an opinion.</p> <p><b>Change and continuity</b> Describe the main changes within a time period studied and explain why they might have happened.</p> <p><b>Similarity and Difference</b> Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain.</p>	<p>Select the relevant material to build up a picture of a past event.</p> <p>Use a range of sources of information, including ICT, to find out about events, people and changes.</p> <p>Evaluate the effectiveness of the source.</p> <p>Refine questions and answer them about people and events.</p> <p><b>Historical interpretation</b> See differences between what might be a fact that most people agree with and an opinion.</p> <p><b>Cause and consequence</b> Identify more than one cause for an event and more than one consequence and decide which of them is the most important with your own views on why.</p> <p><b>Change and continuity</b> Describe the main changes within a time period studied and explain why they might have happened.</p> <p><b>Historical significance</b> Identify what different people at the time felt was important.</p>	<p><b>Historical enquiry</b> Select the relevant material to build up a picture of a past event.</p> <p>Use a range of sources of information, including ICT, to find out about events, people and changes.</p> <p>Evaluate the effectiveness of the source.</p> <p>Refine questions and answer them about people and events.</p> <p><b>Historical interpretation</b> See differences between what might be a fact that most people agree with and an opinion.</p> <p><b>Cause and consequence</b> Identify more than one cause for an event and more than one consequence and decide which of them is the most important with your own views on why.</p> <p><b>Similarity and Difference</b> Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain.</p> <p><b>Historical significance</b> Identify what different people at the time felt was important.</p>
<p><b>Year 5</b></p>	<p><b>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</b> N.C. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Invasion, Settlement</p> <p><b>Chronology</b></p>	<p><b>The Mayans: secrets of the past</b> N.C. a non-European society that provides contrasts with British history</p> <p>Invention and technology, poverty and wealth, religion, war and conflict, empire</p> <p><b>Chronology</b> Use dates and vocabulary related to the passing of time, eg millennium, contemporary</p>	<p><b>The Industrial Revolution: a turning point in history</b> N.C. a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Invention and technology, poverty and wealth</p> <p><b>Chronology</b> Use multiple timelines to depict local, national and global events together.</p>

<p>Place events, people and changes into correct periods of time on a timeline with evidence.</p> <p>Use dates and vocabulary related to the passing of time, eg millennium, contemporary</p> <p>Demonstrate secure chronology of knowledge of local, British, world history describing main changes in a period of history. Identify primary and secondary sources to deduce information about the past.</p> <p><b>Historical enquiry</b> Offer reasons for different versions of events.</p> <p>Select and combine relevant information from different sources.</p> <p><b>Cause and consequence</b> Recognise some different types of cause, e.g. causes that built up over a long time, those caused by people, caused by other events, 'accidental'.</p> <p><b>Change and continuity</b> Recognise different types of change, including progress, and how the change has taken place.(use terms such as social, political, religious, cultural and technological)</p> <p>Consider who gained and who lost from the changes and developments.</p> <p><b>Historical significance</b> Justify the importance of historically significant people and events.</p>	<p>Demonstrate secure chronology of knowledge of local, British, world history describing main changes in a period of history.</p> <p>Understand how some historical events/periods occur concurrently in different locations</p> <p><b>Historical enquiry</b> Identify primary and secondary sources to deduce information about the past.</p> <p>Ask historically valid questions related to versions of events in different sources.</p> <p>Offer reasons for different versions of events.</p> <p><b>Historical interpretation</b></p> <p><b>Cause and consequence</b> Infer what the consequences could be of an event, given the causes (and compare to real outcomes)</p> <p><b>Similarity and Difference</b> Make some comparisons about social, ethnic, cultural or religious diversity of a past society and today's society in Britain and the wider world.</p> <p><b>Historical significance</b> Justify the importance of historically significant people and events.</p>	<p>Use dates and vocabulary related to the passing of time, eg millennium, contemporary</p> <p>Demonstrate secure chronology of knowledge of local, British, world history describing main changes in a period of history.</p> <p>Understand how some historical events/periods occur concurrently in different locations</p> <p><b>Historical enquiry</b> Identify primary and secondary sources to deduce information about the past.</p> <p>Offer reasons for different versions of events.</p> <p>Select and combine relevant information from different sources.</p> <p>Ask historically valid questions related to versions of events in different sources.</p> <p><b>Historical interpretation</b> Consider how convincing they find the interpretations</p> <p><b>Cause and consequence</b> Infer what the consequences could be of an event, given the causes (and compare to real outcomes)</p> <p>Recognise some different types of cause, e.g. causes that built up over a long time, those caused by people, caused by other events, 'accidental'.</p> <p><b>Change and continuity</b> Recognise different types of change, including progress, and how the change has taken place.(use terms such as social, political, religious, cultural and technological)</p> <p>Consider who gained and who lost from the changes and developments.</p>
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<p><b>Year 6</b></p>	<p><b>Early Islamic Civilisation</b> N.C. a non-European society that provides contrasts with British history</p> <p><b>Invasion, Trade, Settlement, religion</b></p> <p><b>Chronology</b> Represent continuity and change over time, along with evidence, on a timeline.</p> <p>Represent concurrent events in different locations on a timeline</p> <p>Use relevant dates and terms related to the passing of time.</p> <p><b>Historical enquiry</b> Use a range of primary and secondary sources in an investigation.</p> <p>Adapt the format of a source.</p> <p>Devise their own questions which they would like to ask authors and artists to help understand their interpretations.</p> <p><b>Change and continuity</b> Detect change and continuity and comment on these e.g. rates of change, types of change, idea of progress and regress</p> <p><b>Similarity and Difference</b> Make some comparisons about social, ethnic, cultural or religious diversity of more than one past society and today's society in Britain and the wider world.</p>	<p><b>Nelson Mandela</b> N.C. a non-European society that provides contrasts with British history</p> <p><b>Empire, democracy, rights, war and conflict</b></p> <p><b>Chronology</b> Represent continuity and change over time, along with evidence, on a timeline.</p> <p>Use different kinds of timelines such as time clocks, e.g. showing the typical day in the life of a past person, wavy timelines to show the uneven passage of time.</p> <p>Use relevant dates and terms related to the passing of time.</p> <p><b>Historical enquiry</b> Check the accuracy of depictions and interpretations and suggest omissions.</p> <p>Use a range of primary and secondary sources in an investigation.</p> <p><b>Historical interpretation</b> Devise their own questions which they would like to ask authors and artists to help understand their interpretations.</p> <p><b>Cause and consequence</b> Make links between causes and envisage alternative consequences of events.</p> <p><b>Change and continuity</b></p>	<p><b>The birth of democracy</b> N.C. Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Invention and technology, democracy, war and conflict</b></p> <p><b>Chronology</b> Represent continuity and change over time, along with evidence, on a timeline.</p> <p>Represent concurrent events in different locations on a timeline</p> <p><b>Historical enquiry</b> Engage in an independent investigation, asking your own historically valid question.</p> <p>Check the accuracy of depictions and interpretations and suggest omissions.</p> <p>Adapt the format of a source.</p> <p><b>Historical interpretation</b> Devise their own questions which they would like to ask authors and artists to help understand their interpretations.</p> <p><b>Cause and consequence</b> Make links between causes and envisage alternative consequences of events.</p> <p><b>Similarity and Difference</b> Make some comparisons about social, ethnic, cultural or religious diversity of more than one past society and today's society in Britain and the wider world.</p>

	<p><b>Historical significance</b> Explain the significance of a key event/person in history, comparing the importance of two (or more) people or events or two societies.</p>	<p>Consider how people at the time might have viewed the changes and whether this is different from how we might view the changes today.</p> <p>Detect change and continuity and comment on these e.g. rates of change, types of change, idea of progress and regress.</p> <p><b>Similarity and Difference</b> Make some comparisons about social, ethnic, cultural or religious diversity of more than one past society and today's society in Britain and the wider world.</p> <p><b>Historical significance</b> Explain the significance of a key event/person in history, comparing the importance of two (or more) people or events or two societies.</p>	<p><b>Historical significance</b> Explain the significance of a key event/person in history, comparing the importance of two (or more) people or events or two societies.</p>
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