

History Overview 2023-2024

Year group	Autumn	Spring	Summer
Reception	Past & Present People, Culture and Communities		
1	All about Me	Intrepid Explorers exploration	Famous Queens empire, monarchy
2	The Great Fire of London monarchy, civilisation	Florence Nightingale empire, industry, civilisation	Seaside Holidays in the Past civilisation, industry
3	The Prehistoric World (Stone Age to Iron Age) migration, trade, civilisation, industry, settlement	Invaders and Settlers: Romans civilisation, trade, settlement, empire, monarchy, rebellion	Ancient Egyptians civilisation, trade, settlement, empire, monarchy, rebellion
4	Anglo-Saxons, Picts and Scots empire, settlements, civilisations, rebellion	The Indus Valley civilisation, settlement, industry	The Windrush empire, migration, settlement
5	Vikings vs Anglo-Saxons migration, trade, monarchy, settlement, rebellion	Shang Dynasty settlement, civilisation, trade	Who were the ancient Greeks? civilisation, trade, settlement, empire, monarchy
6	World War II empire, monarchy, civilisation, rebellion	The Kingdom of Benin empire, civilisation, trade	The Atlantic Slave Trade empire, trade, rebellion

- **Concepts taught in each topic**



History Coverage and Skills Overview

<u>EYFS Progression of skills.</u>	Autumn		Spring		Summer	
<p>Know that there is a past (talk about then and now).</p> <p>Begin to become aware of changes through time and how time passes in sequential order.</p> <p>Begin to use historical based language (then, before, now, next, soon).</p> <p>Begin to develop a chronological awareness.</p> <p>Begin to develop historical enquiry (look for clues and ask questions).</p> <p>Sequence pictures to show change (old to new).</p> <p>Talk about significant events.</p>		✓				
<p>Recognise that time passes in sequential order (seasons, months of the year).</p> <p>Look at artefacts to identify old and new.</p> <p>Handle artefacts and begin to use them as evidence.</p> <p>Sequence pictures to show time order.</p>			✓			
<p>Know that the passing of time changes the world around us.</p> <p>Explore artefacts and use them in imaginative play.</p> <p>Recognise how a timeline shows events.</p> <p>Identify ways that we can learn about the past.</p>						✓
<u>KS1 Progression of skills</u>	Year 1			Year 2		
	All about Me	Intrepid Explorers	Famous Queens	The Great Fire of London	Florence Nightingale	Seaside Holidays in the Past
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.	✓					✓
Events beyond living memory that are significant nationally or globally.		✓		✓		
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.			✓		✓	



History Coverage and Skills Overview

Significant historical events, people and places in their own locality.		Grove Vale School
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<u>KS2 Progression of Skills</u>	Year 3			Year 4			Year 5			Year 6		
	The Pre-historic world (Stone Age to Iron Age)	Invaders & Settlers: Romans	Ancient Egyptians	Anglo-Saxons, Picts & Scots	The Indus Valley	The Windrush	Vikings vs Anglo-Saxons	Shang Dynasty	Who were the ancient Greeks?	World War II	The Kingdom of Benin	The Atlantic Slave Trade
Changes in Britain from the Stone Age to the Iron Age.	✓											
The Roman Empire and its impact on Britain		✓										
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.							✓					
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.						✓			✓			
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China.			✓		✓			✓				



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Ancient Greece – a study of Greek life and achievements and their influence on the western world.									✓			
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.											✓	✓
A local historical study.				Hamstead Mining						Local Famous People		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> Order decades in chronological order Distinguish between different periods of times using pictures of inventions Organise events into a simple timeline using words, phrases or pictures. 	<ul style="list-style-type: none"> Sequence artefacts closer together in time. Describe key events in time studied Describe memories of key events in lives. 	<ul style="list-style-type: none"> Place time studied on a timeline Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Use dates and terms related to the study unit and passing of time Sequence several different events. 	<ul style="list-style-type: none"> Sequence several events, artefacts or historical figures on a timeline Place events that are sometimes further apart, using terms related to the unit being studied and passing of time 	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Understand and describe in some detail the main changes to an aspect in a period in history. 	<ul style="list-style-type: none"> Order an increasing number of significant events, movements and dates on a timeline using dates accurately Sequence up to 10 events on a timeline Understand and describe in some detail the main changes to an aspect in a period in history



History Coverage and Skills Overview

	Theme	Knowledge	Theme	Knowledge	Theme	Knowledge	Theme	Knowledge	Theme	Knowledge	Theme	Knowledge
Vocabulary	Empire Monarchy	Past Now Before Timeline Period	Monarchy Chronological Empire	Timeline Past Now Before	AD BC Empire Monarchy	Pre-history Mesolithic Palaeolithic Neolithic	Monarchy BCE		Empire Monarchy		Empire Monarchy	
Range and depth of historical knowledge	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives Describe in simple terms why a significant individual acted the way they did To know and recount episodes from stories about the past 		<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times 		<ul style="list-style-type: none"> Find out about everyday lives of people in the time studied compared with our lives today Look at more than two versions of the same event or story in history and identify differences Understand why people may have wanted to do something different. 		<ul style="list-style-type: none"> Identify key features and events of time studied Describe connections and contrasts between aspects of history, people, events and artefacts studied Look at the everyday lives of people in time studied and compare it with our lives today 		<ul style="list-style-type: none"> Study different aspects of different people e.g. rich and poor Find out about beliefs, behaviour and characteristics of people Identify and note connections, contrasts and trends over time in the everyday lives of people. 		<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people and recognise that not everyone shares the same views and feelings Examine causes and results of great events and the impact these had on people Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children. 	
Vocabulary	Migration Trade Monarchy Empire	Yesterday Family tree Christopher Columbus Neil Armstrong Queen Elizabeth I Queen Elizabeth II Queen Victoria	Civilisation Industry	London Pudding Lane Samuel Pepys Florence Nightingale Mary Seacole Crimea Scutari Seaside	Migration Civilisation Rebellion	Tutankhamun Howard Carter Caveman Monument Boudica Warrior Invaders Settlers	Migration Civilisation	Economy Border Invade Settle Beowulf	Civilisation Trade Monarchy	Edmund Ironsides King Crut King Edgar King Sveyn	Monarchy	Battle of Hastings Era of Warrior Kings Empire Missionary Influence Benin Bronzes



History Coverage and Skills Overview

Historical Understanding	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Start to compare two versions of a past event Observe and use pictures, photographs and artefacts to find out about the past. 		<ul style="list-style-type: none"> Explain that there are different types of evidence and sources that can be used to help represent the past. Compare two versions of a past event Compare pictures or photographs of people and events in the past 		<ul style="list-style-type: none"> Note key changes over a period of time and be able to give reasons for those changes Explain how people and events in the past have influenced life today Look at representations of the period – museums, cartoons etc 		<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Use text books and historical knowledge Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 		<ul style="list-style-type: none"> Find and analyse a wide range of evidence about the past Compare accounts from different sources – fact or fiction Use a range of evidence to offer some clear reasons for different interpretations of events. 		<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past Select relevant sections of information to address historically valid questions and construct detailed, informed responses 	
	Vocabulary	Theme Trade Industry Exploration	Knowledge Explorer Compare Palace Reign	Theme Industry	Knowledge Diary St Paul's Cathedral Promenades Steam train	Theme Migration Settlement Civilisation Rebellion	Knowledge Tribes Tunic Daub Historians Pharaoh	Theme Trade	Knowledge Border City Sutton Hoo Sources	Theme Trade Rebellion	Knowledge Sparta Scholars Philosopher Polytheistic	Theme Civilisation Empire
Historical Enquiry		<ul style="list-style-type: none"> Observe or handle evidence to ask simple questions about the past Find answers to simple questions about the past from sources of information e.g., artefacts 		<ul style="list-style-type: none"> Choose and select evidence and say how it can be used to find out about the past. Use sources to answer questions about the past from simple observations 		<ul style="list-style-type: none"> Gather more detail from sources such as maps to build up a clearer picture of the past Ask a variety of questions Begin to undertake their own research. 		<ul style="list-style-type: none"> Use a range of primary and secondary 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 Use the library and internet for research 		<ul style="list-style-type: none"> Start to understand the difference between primary and secondary evidence and the impact of this on reliability. Select relevant sections of information to address historically valid questions Use the library and internet for research with increasing confidence. 		<ul style="list-style-type: none"> Use a range of primary and secondary sources to find out about the past Recognise when they are using primary and secondary sources of information to investigate the past Investigate their own lines of enquiry by posing historically valid questions to answer Bring knowledge gathered from several sources together in a fluent account.



History Coverage and Skills Overview

	Concept Exploration	Knowledge Tudor Victorians Commonwealth	Theme Civilisation Tudor	Knowledge Stuarts Wattle Daub	Theme Civilisation Industry	Knowledge Caveman Monument River Nile Pyramids	Theme Settlement	Knowledge Border Conquer	Theme Settlement	Knowledge Oracle bones Pottery Sculptures Paintings	Theme Rebellion	Knowledge ASBO Protestant Catholic Highwayman Smuggler Poach Traitor Puntary Shelters Blackout Evacuation Air raids
Vocabulary												
Presenting, Organisation & Communication	<ul style="list-style-type: none"> Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance Talk, write and draw about things from the past Use historical vocabulary to retell simple stories about the past Use drama/role play to communicate their knowledge about the past. 				<ul style="list-style-type: none"> Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms Present, communicate and organise ideas about the past using models, drama role plays and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides Start to present ideas based on their own research about a studied period. 				<ul style="list-style-type: none"> Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious 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. 			