

# LONG TERM CURRICULUM OVERVIEW

## HISTORY



	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC2014 POS		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 and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask / answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented		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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.			
<b>NC 2014 Subject Content</b>							
		Changes within living memory. Where appropriate these should reveal aspects of change in national life	Events beyond living memory that are significant nationally or globally	Changes in Britain from the Stone Age to the Iron Age	The achievements of the very early civilizations	Britain's settlement by Anglo-Saxons and Scots	Study an aspect / theme in British history that extends chronological knowledge beyond 1066 (WWII)
		Significant historical events, people and places in their own locality	The lives of individuals who have contributed to national & international achievements. Some should be used to compare aspects of life in different periods.	The Roman Empire and its impact on Britain	Ancient Greece	The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor	A non-European society that provides contrasts with British history
				Local history study linked to Geography		Local history study linked to Geography	

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CHRONOLOGICAL SKILLS							
		<p>Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>• Recognising the distinction between past and present.</li> <li>• Identifying some similarities and differences between their own present and aspects of the past.</li> <li>• Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li> </ul> <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>• Recognising the distinction between present and past in their own and other people's lives.</li> <li>• Identifying some similarities and differences between ways of life in different periods.</li> <li>• Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> </ul>		<p>Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>• Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).</li> <li>• Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>• Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> </ul>			<ul style="list-style-type: none"> <li>• Show their chronologically secure knowledge by:</li> <li>• Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).</li> <li>• Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>• Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>• In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).</li> <li>• Analyse connections, trends and contrasts over time.</li> </ul>

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EVENTS, PEOPLE AND CHANGES SKILLS							
		<ul style="list-style-type: none"> <li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li> <li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li> <li>Use simple stories and other sources to show that they know and understand key features of events.</li> </ul>		<p>Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>Understanding some of the ways in which people's lives have shaped this nation.</li> <li>Describing how Britain has influenced and been influenced by the wider world.</li> <li>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> </ul>			<p>Show their knowledge and understanding of local, national and international history by:</p> <ul style="list-style-type: none"> <li>Understanding significant aspects of history – nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.</li> <li>Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>Establishing a narrative showing connections and trends within and across periods of study.</li> <li>Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.</li> <li>Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.</li> </ul>

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<b>COMMUNICATION SKILLS</b>							
		<ul style="list-style-type: none"> <li>• Understand and use simple historical concepts such as now/then and same/different.</li> <li>• To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li> <li>• Understand historical concepts and use them to make simple connections and draw contrasts</li> </ul>		<ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>• When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.</li> <li>• Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> </ul>		<ul style="list-style-type: none"> <li>• Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</li> <li>• Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.</li> </ul>	

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<b>ENQUIRY, INTERPRETATION AND USING SOURCES SKILLS</b>							
		<ul style="list-style-type: none"> <li>• Use sources to answer simple questions about the past.</li> <li>• Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li> <li>• Identify some of the basic ways the past can be represented.</li> <li>• To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li> </ul>		<ul style="list-style-type: none"> <li>• Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>• Use sources to start devising historically valid questions about change, cause, similarity &amp; difference, and significance.</li> <li>• Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>• Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>• Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).</li> <li>• Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.</li> </ul>		<ul style="list-style-type: none"> <li>• Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed.</li> <li>• Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>• Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> <li>• Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> <li>• Begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>	