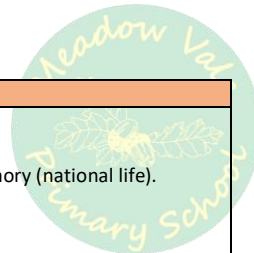


# History Curriculum Overview 2023-2024



	Autumn	Spring	Summer
Year 1		<b><u>Oh to be Royal!</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>Changes within living memory (aspects of change in national life).</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements (e.g. Queen Victoria).</li> <li>Significant historical events, people and places in the children's own locality.</li> </ul>	<b><u>Making a splash!</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>changes within living memory (national life).</li> </ul>
Year 2	<b><u>Fire, Fire!</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or locally.</li> </ul> <b><u>The Deep Freeze</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements (Robert Falcon Scott).</li> </ul>	<b><u>Australia</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant</li> </ul>	
Year 3	<b><u>Stones and Bones</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age (e.g. farming, culture, religion, technology, travel, Stonehenge).</li> </ul>	<b><u>Tomb Raiders</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt.</li> <li>a non-European society that provides contrasts with British History (Howard Carter and his discovery of Tutankhamun)</li> <li>achievements of earliest civilisations (when/where the first civilisations appeared and in depth study (Ancient Egypt)</li> </ul>	
Year 4	<b><u>Shaping the world</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>changes within living memory.</li> <li>events beyond living memory that are significant nationally.</li> </ul>	<b><u>Toga Tastic</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain (e.g. Julius Caesar's attempted invasion 55-54BC, the Roman Empire by AD42 and the power of its army, successful invasion by Claudius, Hadrian's Wall, British resistance – Boudica, 'Romanisation' of Britain including early Christianity).</li> </ul>	
Year 5	<b><u>Into the woods</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>study over time tracing how several aspects of national history are reflected in the locality</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul>	<b><u>Invaders and Settlers</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>this could include: Roman withdrawal from Britain and the fall of the western Roman empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms, place names, village life; Anglo-Saxon art and culture; Christian conversion (Canterbury, Iona, Lindisfarne); Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the confessor and his death in 1066; name and locate counties and cities of the UK.</li> </ul>	
Year 6		<b><u>In the trenches/behind enemy lines</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>A study of an aspect of or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> </ul>	<b><u>It's all Greek to me...</u></b> <b>NC targets:</b> <ul style="list-style-type: none"> <li>A study of Greek life and achievements, and their influence on the western world.</li> </ul>

# History Curriculum Overview 2023-2024



## Progression of Skills in History

	Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology, knowledge and understanding of history</b>	I can make some comments about things from the past.  E.g. features, events, people and themes.	I can describe some features, events, people and themes from the past.	When I talk or write about features, events, people and themes from the past, I can include some details.	When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.	When I talk or write about the past, I include detail; I include ideas which show some understanding of what things were like before and after this at local, national and world levels.	When I talk and write about the past, I include good detail; I put my ideas in context (chronological and scale).	When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts and trends over time.
	I can sequence a few events or related objects.	I can sequence a few events, objects or pieces of information on a timeline.	I can place events, objects, themes and people from my history topic on a timeline.	I can place a number of events, objects, themes and people from topics I have studied on a timeline.	I can place historical periods I have studied as well as information about my topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.	
	I can use a number of time terms, such as; now, then, day, week, month, year, yesterday, past, old, new.	I can use a wider range of "time" terms like: recently, before, after, now, later. I can use past and present when describing events	I can use some "historical period" terms. I can also use; century, decade, BC (BCE) and AD (CE).	I can use some dates and historical period terms.	I use dates and historical period terms accurately.	I can use historical periods as reference points.	
<b>Continuity and change (during and between periods)</b>		I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.	I can point out some similarities and differences between aspects of life at different times in the past.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I have learned about.	I can describe and make some links between events, situations and changes within and between different periods and societies.	I can point out trends as well as links between events, situations and changes within and between different periods and societies over long arcs of time.
<b>Diversity (within a period)</b>		I can point out some similarities and some differences between the ways of life of different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can describe similarities and differences in society, culture and religion in Britain at local and national levels.	I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.	I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women and children in past Societies.
<b>Cause and consequence</b>		I can make some comments about why people did things, why events happened and what happened as a result of these.	I can pick out some reasons for and results of people's actions and events.	I can suggest reasons for and results of people's actions and events.	I can give some reasons for and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.	I can analyse and explain reasons for and results of historical events, situations and changes.
<b>Significance</b>			I can point out which people were historically important.	I can suggest which people were historically important.	I can suggest which people and causes and consequences of change are more important	I can explain which causes and consequences are the most significant.	I can explain the significance of different causes and consequences.
<b>Using &amp; understanding sources of evidence</b>	I can pick out information about the past from sources like pictures, objects and stories.	I can use information from more than one source in and for my answers.	I can compare different sources of evidence about a person, object, event or change in history and point	I can comment on the usefulness and accuracy of different sources of evidence.	I can suggest some reasons why there are different accounts and interpretations of the past	I take account of a range of information (such as the author, audience and purpose of a source, where	

## History Curriculum Overview 2023-2024



			out some similarities and differences.			and when it was created) when evaluating its accuracy and usefulness.	
<b>Understanding historical interpretation</b>		I can talk about some of the different ways that the past is recorded or represented. I can name some which tell us about the past.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can identify primary and secondary sources of evidence.	I compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.	I can discuss how and why different arguments and interpretations of the past have been constructed
<b>Communicating ideas in history</b>	I can show my ideas through talk, drawing and emerging writing.	I can make labelled drawings, tables, write sentences, speak, use drama and use ICT to show my ideas.	I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills.	In my written work, I try to: organise my answers well; state my conclusions; give reasons for my ideas; use some dates and historical terms.	My written answers are well rounded and organised with clear conclusions and supported by evidence (from many sources) and reasons. I make good use of dates and historical terms.	I can select, organise and use relevant information to produce structured work, making appropriate use of dates and terms.	

	<b>Activity Ideas</b>	
<b>Time, change, chronology</b>	<ul style="list-style-type: none"> <li>Sequencing</li> <li>Personal/family timelines</li> <li>Dated timeline</li> <li>Similarities and differences between 2 fixed points (e.g. images)</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing of more subtle/larger range of objects</li> <li>Dated timelines, multiple timelines (e.g. depicting local, national and global together)</li> <li>Similarities and differences including why</li> </ul>
<b>Reasons and Results</b>	<ul style="list-style-type: none"> <li>Who caused something to happen or why it might have happened</li> <li>Simulations/role play/drama/re-enactments</li> </ul>	<ul style="list-style-type: none"> <li>Multiple causes/consequences and rank in terms of importance</li> <li>Present conditions/causes. Pupils then hypothesise possible consequences and compare these to reality</li> <li>Simulations/role play/drama/re-enactments to explore dilemmas/feelings/motivations</li> </ul>
<b>Interpretations</b>	<ul style="list-style-type: none"> <li>Spot differences in accounts</li> </ul>	<ul style="list-style-type: none"> <li>Fact v opinion</li> <li>How and why there may be differing viewpoints</li> <li>Work out the authors using clues</li> </ul>
<b>Historical evidence</b>	<ul style="list-style-type: none"> <li>Extracting information from 1 or more than one source</li> <li>What is the source and what can it tell us?</li> <li>Pose questions that they would like to know about a source</li> <li>Ask questions to the characters in the source</li> </ul>	<ul style="list-style-type: none"> <li>Less obvious sources, information has to be searched for</li> <li>Sorting sources into useful/little-no use</li> <li>What're the intended messages? What can be trusted? Where are the gaps?</li> <li>What I know, what I think I know, what I would like to know</li> <li>Adapting the format of sources e.g person (1st/3rd), write from a different viewpoint, convert from a picture</li> <li>Ask questions to the characters in the source</li> <li>Piece back together a source that has been divided up</li> <li>Provide a 'faulty' summary of the source. Pupils check this against the original to find the teacher's mistakes</li> <li>Create their own sources representing different compiler's interests</li> </ul>
<b>Significance</b>	<ul style="list-style-type: none"> <li>Pick out important bits from a story and say why it is important</li> <li>Find out what their parents feel is important now</li> <li>Pictures, diagrams, lists, timelines, charts, writing</li> <li>What do you think might have happened if this event had NOT occurred?</li> </ul>	<ul style="list-style-type: none"> <li>Say why particular bits are important</li> <li>Suggest what different people at the time felt was important</li> <li>Pictures, diagrams, lists, timelines, charts, writing</li> <li>Discuss and justify orders of importance</li> <li>What is most significant about what you have been taught?</li> <li>What do you think might have happened if this event had NOT occurred?</li> </ul>