

Whole School History Overview- 2020-21

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>	<u>Skills Progression- Key Questions:</u>
Year 1	<p><u>Toys past and present</u></p> <p>(NC- changes in living memory)</p>	<p><u>Castles</u></p> <p>(NC- significant historical events, people and places in their own locality- changes in living memory)</p>	<p><u>Beaches</u></p> <p>(NC- significant historical events, people and places in their own locality- changes in living memory)</p>	<p><u>Chronological understanding:</u> Can I put up to three objects in chronological order (recent history)? Can I use words and phrases like: old, new and a long time ago? Can I tell others about things that happened when they were little? Can I recognise that a story that is read to them may have happened a long time ago? Can I understand that some objects belonged to the past? Can I retell a familiar story set in the past? Can I explain how they have changed since they were born?</p> <p><u>Knowledge and understanding:</u> Can I appreciate that some famous people have helped our lives be better today? Can I begin to identify the main differences between old and new objects? Can I understand that we have a queen who rules us and that Britain has had a king or queen for many years? Can I recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? Can I recognise that we celebrate certain events, because of what happened many years ago?</p> <p><u>Historical Enquiry</u> Can I spot old and new things in a picture? Can I answer questions using an artefact/ photograph provided? Can I give a plausible explanation about what an object was used for in the past? Can I find out more about a famous person from the past and carry out some research on him or her?</p>
Year 2	<p><u>Guy Fawkes and the Gunpowder plot.</u></p> <p>(NC - events beyond living memory that are significant nationally or globally-</p>	<p><u>The Great Fire of London</u></p> <p>(NC - events beyond living memory that are significant nationally or globally- significant historical events, people and places in their own locality.)</p>	<p><u>Mary Seacole and/or Florence Nightingale and Edith Cavell</u></p> <p>(NC- the lives of significant individuals in the past who have contributed to national and international</p>	<p><u>Chronological understanding:</u> Can I use words and phrases like: before I was born, when I was younger? Can I use phrases and words historical learning? Can I use the words past and present correctly? Can I use a range of appropriate words and phrases to describe the past? Can I sequence a set of events in chronological order and give reasons for their order?</p> <p><u>Knowledge and understanding:</u> Can I explain how my local area was different in the past due to events/actions that may have taken place? Can I recount some interesting facts from an historical event, such as where the fire of London started? Can I explain why Britain has a special history by naming some famous events and some famous people?</p>

	significant historical events, people and places in their own locality.)		achievements. Some should be used to compare aspects of life in different periods)	<p>Can I explain why someone in the past acted in the way they did?</p> <p>Historical Enquiry: Can I answer questions using a range of artefacts/ photographs provided? Can I answer questions by using a specific source, such as an information book? Can I research the life of a famous Briton from the past using different resources to help them? Can I research about a famous event that happens in Britain and why it has been happening for some time? Can I research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>
Year 3	<p><u>Stone age.</u> <u>Bronze age and</u> <u>Iron age</u></p> <p>(NC- changes in Britain from the Stone Age to the Iron Age)</p>	<p><u>The Romans</u></p> <p>(NC- the Roman Empire and its impact on Britain)</p>	<p><u>Life along the Thames</u></p> <p>(NC- A local history study- a study over time tracing how several aspects national history are reflected in the locality)</p>	<p>Chronological understanding: Can I describe events and periods using the words: BC, AD and decade? Can I describe events from the past using dates when things happened? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I use my mathematical knowledge to work out how long ago events in recent and local history would have happened?</p> <p>Knowledge and understanding: Can I appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can I begin to picture what life would have been like for the early settlers? Can I suggest why certain events happened as they did in history? Can I begin to picture what life would have been like for the early settlers? Can I explain how events from the past have helped shape our lives?</p> <p>Historical Enquiry: Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources of evidence to answer questions? Can I research a specific event from the past to then write about it?</p>
Year 4	<p><u>Ancient Egyptians</u></p> <p>(NC- the</p>	<p><u>Anglo Saxons and Scots</u></p> <p>(NC- Britain's</p>	<p><u>The Vikings</u></p> <p>(NC- The Vikings and Anglo-Saxon struggle</p>	<p>Chronological understanding: Can I describe events from the past using dates when things happened? Can I describe events and periods using the words: ancient and century? Can I use a timeline within a specific time in history to set out the order things may have happened?</p>

	<p>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; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China)</p>	<p>settlement by Anglo-Saxons and Scots)</p>	<p>for the Kingdom of England to the time of Edward the Confessor)</p>	<p>Can I use my mathematical knowledge to work out how long ago events would have happened? Can I use their mathematical skills to round up time differences into centuries and decades? Can I begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</p> <p><u>Knowledge and understanding:</u> Can I recognise that Britain has been invaded by several different groups over time? Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p> <p><u>Historical Enquiry:</u> Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can I use various sources to piece together information about a period in history? Can I, through research, identify similarities and differences between given periods in history? Can I research two versions of an event and say how they differ?</p>
<p>Year 5</p>	<p><u>Crime and punishment throughout time.</u></p> <p>(NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond</p>	<p><u>Queen Victoria and King John</u></p> <p>(NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs</p>	<p><u>Ancient Greeks</u></p> <p>(NC- Ancient Greece - a study of Greek life and achievements and their influence on the western world)</p>	<p><u>Chronological understanding:</u> Can</p> <p>I place periods of history on a timeline showing periods of time? Can I use my mathematical skills to work exact time scales and differences as need be? Can I use dates and historical language in my work? Can I begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can I plot recent history on a timeline using centuries? Can I use dates and historical language in my work?</p> <p><u>Knowledge and understanding:</u> Can I describe historical events from the different period/s they are studying/have studied? Can I make comparisons between historical periods;; explaining things that</p>

	1066)	using case studies such as John, Anne and Victoria)		<p>have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I gain a good understanding as to how crime and punishment has changed over the years?</p> <p>Historical Enquiry: Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I give more than one reason to support an historical argument? Can I give more than one reason to support an historical argument? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</p>
Year 6	WWII (NC- Local History study)	WWII (NC- Local History study)	Mayan Civilisation (NC- 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.)	<p>Chronological understanding: Can I say where a period of history fits on a timeline? Can I place a specific event on a timeline by decade? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p> <p>Knowledge and understanding: Can I summarise the main events from a specific period in history, explaining the order in which key events happened? Can I summarise how Britain has had a major influence on world history? Can I summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? Can I describe features of historical events and people from past societies and periods they have studied? Can I recognise and describe differences and similarities/ changes and continuity between different periods of history?</p> <p>Historical Enquiry: Can I identify and explain my understanding of propoganda? Can I look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint? Can I identify and explain my understanding of propoganda?</p>

				<p>Can I describe a key event from evidence from different sources? Can I communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out?</p>
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