



History Overview 2020

Year Group	Autumn 1	Autumn 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
KS1	<p><u>In KS1, all children will:</u></p> <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. 					
1	<p><u>History of Toys</u></p> <p><u>Historical Interpretations</u> - observe and use pictures, photographs and artefacts to find out about the past;</p> <p><u>Historical Investigations</u> - observe or handle evidence to ask simple questions about the past;</p> <p><u>Chronological Understanding</u> -- sequence artefacts and events that are close together in time; - order dates from earliest to latest on simple timelines; - sequence pictures from different periods; - describe memories and changes that have happened in their own lives;</p> <p><u>Knowledge and Understanding</u></p>	<p><u>Gunpowder Plot</u></p> <p><u>Historical Interpretations</u> - start to compare two versions of a past event;</p> <p><u>Historical Investigations</u> - observe or handle evidence to ask simple questions about the past</p> <p><u>Chronological Understanding</u> - order dates from earliest to latest on simple timelines;</p> <p><u>Knowledge and Understanding</u> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did; - describe significant individuals from the past.</p>		<p><u>Mary Seacole and Hospitals</u></p> <p><u>Historical Interpretations</u> - observe and use pictures, photographs and artefacts to find out about the past;</p> <p><u>Historical Investigations</u> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p><u>Chronological Understanding</u> - order dates from earliest to latest on simple timelines; - sequence pictures from different periods; - describe memories and changes that have happened in their own lives;</p> <p><u>Knowledge and Understanding</u></p>	<p><u>Captain Scott and famous explorers</u></p> <p><u>Historical Interpretations</u> - start to compare two versions of a past event; - observe and use pictures, photographs and artefacts to find out about the past;</p> <p><u>Historical Investigations</u> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p><u>Chronological Understanding</u> - order dates from earliest to latest on simple timelines;</p> <p><u>Knowledge and Understanding</u> - recognise some similarities and differences between the past and the present;</p>	



	<ul style="list-style-type: none"> - recognise some similarities and differences between the past and the present; - identify similarities and differences between ways of life in different periods; 			<ul style="list-style-type: none"> - recognise some similarities and differences between the past and the present; - identify similarities and differences between ways of life in different periods; - describe significant individuals from the past. 	<ul style="list-style-type: none"> - know and recount episodes from stories and significant events in history; - understand that there are reasons why people in the past acted as they did - describe significant individuals from the past. 	
2		<p><u>The Great Fire of London</u></p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> - observe and use pictures, photographs and artefacts to find out about the past; - explain that there are different types of evidence and sources that can be used to help represent the past. - start to compare two versions of a past event; <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> - observe or handle evidence to ask simple questions about the past; - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - choose and select evidence and say how it can be used to find out about the past. <p><u>Chronological Understanding</u></p>		<p><u>Rosa Parks</u></p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> - start to compare two versions of a past event; - observe and use pictures, photographs and artefacts to find out about the past; - start to use stories or accounts to distinguish between fact and fiction; <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - choose and select evidence and say how it can be used to find out about the past. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> - describe memories and changes that have happened in their own lives; 		<p><u>History of Transport</u></p> <p><u>Historical Interpretations</u></p> <ul style="list-style-type: none"> - start to use stories or accounts to distinguish between fact and fiction; - start to compare two versions of a past event; <p><u>Historical Investigations</u></p> <ul style="list-style-type: none"> - observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; - choose and select evidence and say how it can be used to find out about the past. <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> -- sequence artefacts and events that are close together in time; - order dates from earliest to latest on simple timelines; - sequence pictures from different periods;



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3		<p><u>Stone Age to Iron Age</u> (Culture)</p> <p><u>Chronological Understanding</u></p> <p>-sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>-understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><u>Historical Interpretations</u></p> <p>-use a range of sources to find out about the past;</p>			<p><u>Ancient Egypt</u> (Monarchy/Beliefs)</p> <p><u>Historical Interpretations</u></p> <p>-look at more than two versions of the same event or story in history and identify differences;</p> <p>-use a range of sources to find out about the past;</p> <p>-construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-gather more detail from sources such as maps to build up a clearer picture of the past;</p>	



		<p>-construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>-gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>-regularly address and sometimes devise own questions to find answers about the past;</p> <p>-begin to undertake their own research.</p> <p><u>Presenting, organising and communication</u></p> <p>-present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>-start to present ideas based on their own research about a studied period.</p>			<p>-regularly address and sometimes devise own questions to find answers about the past;</p> <p>-begin to undertake their own research.</p>	
4			<p><u>Ancient Greece</u> (Beliefs/Culture)</p> <p><u>Knowledge and Understanding</u></p> <p>-note key changes over a period of time and be able to give reasons for those changes;</p>			<p><u>Roman Empire</u> (Invasions, settlements and rulers)</p> <p><u>Historical Interpretations</u></p> <p>- look at more than two versions of the same event or story in history and identify differences;</p>



			<p>-find out about the everyday lives of people in time studied compared with our life today; -explain how people and events in the past have influenced life today; -identify key features, aspects and events of the time studied; -describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><u>Historical Interpretations</u> -present, communicate and organise ideas about the past using models, drama role play 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.</p>			<p>-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 play 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.</p>
5	<p><u>Local History - Tudors</u> <u>Historical Interpretations</u> -Analyse a range of evidence from the past -Start to understand the differences in primary and secondary information -Begin to evaluate the usefulness of evidence <u>Historical Investigations</u></p>	<p><u>Rulers and Raider - Vikings</u> <u>Historical Interpretations</u> -To find a wide range of information about the past (pictures, artefacts) -Begin to evaluate the usefulness of evidence <u>Historical Investigations</u></p>			<p><u>Benin Civilisation</u> <u>Historical Interpretations</u> -To find and analyse a wide range of resources. (online material, pictures, artefacts, statues) -Use evidence to offer clear reasons on difference interpretations of the past. -Know the difference between primary and secondary resources</p>	



	<p>-Answer questions about change, similarity and difference.</p> <p>-Use historic sites, figures, artefacts and pictures to collect evidence.</p> <p>-Use resources to answer specific historical questions and construct informed responses.</p> <p>-Pose questions children would like to answer</p> <p><u>Chronological understanding</u></p> <p>-Show understanding of British timeline for Tudors</p> <p>-Identify significant dates and events on a timeline (local specific)</p> <p>-Describe the main changes to an aspect in History</p> <p><u>Knowledge and Understanding</u></p> <p>-Contrast everyday life with Tudor life</p> <p>-Use terms culture and religion</p> <p>-Describe the key features of the past including attitudes, beliefs</p>	<p>-Recognise when they are using primary or secondary information</p> <p>-Use pictures, documents, printed sources, online material and artefacts to collect evidence.</p> <p><u>Chronological understanding</u></p> <p>-Order significant events and movements on a timeline</p> <p>-Use dates and terms to describe historical events</p> <p>-Understand how some historical events occurred concurrently in different locations.</p> <p><u>Knowledge and Understanding</u></p> <p>-Identify and state connections and contrasts in peoples' everyday lives</p> <p>-Use terms culture, religion and social</p> <p>-Examine causes and results of events</p> <p>-Describe key features of the past and the impact on people</p>			<p>-Start to evaluate usefulness of sources.</p> <p><u>Historical Investigations</u></p> <p>-Address and ask questions about change, cause and significance.</p> <p>-Create informed responses using relevant historical information</p> <p>- Use ceramics, pictures, documents, online material, historical statues and artefacts to collect evidence.</p> <p>-Start to investigate their own lines of enquiry.</p> <p><u>Chronological understanding</u></p> <p>-Understand how some historical events occurred concurrently in different locations (Link with Britain)</p> <p>-Develop an understanding of world history</p> <p>-Establish clear narratives within and across periods of study</p> <p>-Order an increasing number of events alongside dates from other periods of history</p> <p>-Accurately use dates to identify periods in time.</p> <p>-To describe the main changes to the Benin civilisation</p>	
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					<u>Knowledge and Understanding</u> -Identify and state connections and contrasts in peoples' everyday lives -Use terms culture, religion, social, economic -Examine causes and results of events and the impact on people. -Describe key features of the past.	
6		<u>WW1</u> <u>Historical Interpretations</u> -Find and analyse a wide range of resources from the past. (documents, pictures, photographs, maps, newspaper articles, posters) -Use a range of resources to give clear responses, linking it to factual understanding of the past -Consider different ways of checking accuracy of resources. -Know how primary and secondary resources impact reliability of evidence -Show awareness of propaganda -Know hat people in the past may be represented in a way to persuade others.				



		<p>-Evaluate the usefulness of sources.</p> <p><u>Historical Investigations</u></p> <p>-Choose resources to answer specific historical questions and construct informed, detailed responses.</p> <p>-Address and create questions about change, cause, similarity, difference and significance.</p> <p>-Create thoughtful, informed responses using relevant historical information</p> <p>-Know when they are using primary and secondary sources of information.</p> <p>- Use a wide range of resources from the past. (documents, pictures, photographs, maps, newspaper articles, posters)</p> <p>-Investigate their own lines of enquiry using evidence.</p> <p><u>Chronological understanding</u></p> <p>-Have a secure understanding of local,British and world history during WW1.</p> <p>-Order an increasing number of events and movements on a timeline</p>			
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		<ul style="list-style-type: none">-Understand and describe in detail the main changes to an aspect in WW1 history.-Understand how some events occur concurrently in different locations. <p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none">-Identify and note connections, contrasts and trends with peoples' everyday lives.-Use the words culture, religion, social, economic and political-Examine causes and results of great events on people-Describe the key features of the past and the impact on people.			
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