



History Overview 2022-23

	Au 1	Au 2	Sp 1	Sp 2	Su 1	Su 2
Year 1	Me and My World -changes within living memory.	Victorian school child -the lives of significant individuals in the past who have contributed to national and international achievements -significant historical events, people and places in their own locality <i>(with a focus on Queen Victoria & Florence Nightingale)</i>	Digging for Dinosaurs Significant historical events, people and places in their own locality Objective is also covered across the year group as part of their 'Local Legends' year group class names person.		Fairy Tales, Knights and Castles Investigate events/changes beyond living memory	Oh I do like to be beside the seaside! Describe events/changes beyond living memory
Year 2		London's Burning - events beyond living memory that are significant nationally			Inspirational people 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 period	
Year 3		Stones and Bones Changes in Britain from the Stone Age to the Iron Age		A Taste of Maya non-European society that provides contrasts with British history – Mayan civilization c. AD 900;	Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations and a depth study of Ancient Egypt .	
Year 4		A Taste of Maya non-European society that provides contrasts with British history – Mayan civilization c. AD 900;	Invasions Romans, Anglo Saxons, Vikings 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			Ancient Greek A study of Greek life and achievements and their influence on the western world
Year 5	Voyage of Discovery a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - History of exploration including the Space Race	Anglo Saxons, Vikings 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			Victorians a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Victorians a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. – industrial revolution – Derbyshire Mills, Railway and Canals	
Year 6	The Great War a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a significant turning point in British history, WWI	WWII a local history study a study of an aspect of history (dating from a period beyond 1066) that is significant in the locality. WWII	Crime and Punishment a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present			



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History Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time.	Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary.	Place some historical periods in a chronological framework. Use historic terms related to the period of study.	Use dates to order and place events on a timeline.	
Historical enquiry	Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past.	Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	Use a variety of resources to find out about aspects of life in the past. (Y4 on TT)	Use sources of information in ways that go beyond simple observations to answer questions about the past.	Compare sources of information available for the study of different times in the past Understand how our knowledge of the past is constructed from a range of sources. (Y6 on TT) Make confident use of a variety of sources for independent research. (Y6 on TT)	Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Make confident use of a variety of sources for independent research.
Historical interpretations	Relate his/her own account of an event and understand that others may give a different version. Describe changes within living memory and aspects of change in national life. (Y2 on TT) Describe significant historical events, people and places in his/her own locality. (Y2 on TT)	Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London.	Describe significant historical events, people and places in his/her own locality. (Y2 on TT)	Understand that sources can contradict each other.	Understand that the type of information available depends on the period of time studied. Evaluate the usefulness of a variety of sources.	Make comparisons between aspects of periods of history and the present day (Yr 5 on TT)
Organisation and communication	Talk, draw or write about aspects of the past.	Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing.	Record what he/she has learned by drawing and writing. (Y2 on TT)	Communicate his/her learning in an organised and structured way, using appropriate terminology.	Present findings and communicate knowledge and understanding in different ways.	Provide an account of a historical event based on more than one source. (Y5 on TT)



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<p>Understanding of events, people and changes</p>	<p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p>	<p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (Y6 on TT)</p> <p>Describe changes in Britain from the Stone Age to the Iron Age. (Y6 on TT)</p>	<p>Describe a non-European society that provides contrasts with British history - Mayan civilization c. AD 900 (Y6 on TT)</p> <p>Describe the Roman Empire and its impact on Britain. (Y6 on TT)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Y6 on TT)</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y6 on TT)</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world. (Y6 on TT)</p>	<p>Give some reasons for some important historical events.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Victorians) (Y6 on TT)</p>	<p>Use evidence to support arguments.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p> <p>Describe a local history study. (WWI and WWII)</p>
<p>Understanding Historical Terminology</p>	<p>Historical understanding:</p> <p>Now Then Past Present</p> <p>Topic specific vocabulary:</p> <p>Long ago, parent, grandparent, memory, lifetime, remember, timeline, date order, fact, opinion, artefact, toys, materials, design</p>	<p>All historical understanding vocab plus:</p> <p>First After Then Before</p> <p>____ years ago (from present day)</p> <p>Topic specific vocabulary:</p> <p>King James, Samuel Pepys, diary, danger, fire, River Thames, impact, Stuarts</p>	<p>All historical understanding vocab plus:</p> <p>Decade Century Millennium/millennia Chronological Chronological order BCE/BC CE/AD</p> <p>Topic specific vocabulary:</p> <p>Egypt, Ancient Egyptians, pyramid, mummification, hieroglyphs, papyrus, pharaoh, Stone Age, Iron Age, Bronze Age, cave art, wheel, hunting, shelter, Ancient Maya, glyphs, codex, Mesoamerica, Central America, pok-ta-pok</p>	<p>All historical understanding vocab plus:</p> <p>In the ____ century Era Civilisation Empire</p> <p>Topic specific vocabulary:</p> <p>Ancient Maya, glyphs, codex, Mesoamerica, Central America, pok-ta-pok, Roman Empire, invasion, Britannia, conquer, Ceasar, gladiator, senate, Vikings, Scandinavia, invasion, longboats, king, loot, Lindisfarne, Anglo Saxons, runes, Sutton Hoo, invasion, Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, Wessex, Ancient Greeks, democracy, voting, Athens, myths, pantheon, Olympics, laurel wreath,</p>	<p>All historical understanding vocab plus:</p> <p>Legacy Contemporary Concurrent</p> <p>Topic specific vocabulary:</p> <p>Victorians, Industrial Revolution, Mills, factories, cotton, trade, silk, trains, workhouse, chimney sweep, Queen Victoria, monarch</p> <p><i>(Tudors, excommunicate, Porestant, Catholic, Henry VIII, Elizabeth I, beheaded)</i></p>	<p>All historical understanding vocab plus:</p> <p>____ was ____ years before ____ (comparison of different time periods)</p> <p>Topic specific vocabulary:</p> <p>Crime, punishment, consequence, capital punishment, execution, flogging, prison, law, parliament, World War I, trenches, Triple Alliance, Triple Entente, conscription, truce, battle, poppy, remembrance World War II, evacuation, Blitz, bombing, Home front, morale, evacuee</p>