

Subject overview:

Why do we teach History?

History inspires children to be curious about the past and how it has shaped the world they live in today. Through the study of history, pupils develop an understanding of people, events and societies from different periods and places, helping them to make sense of the present and their place within it.

As pupils progress through the curriculum, they build on their knowledge of significant events, individuals and civilisations from the local area, Britain and the wider world. They develop an understanding of chronology, change and continuity, cause and consequence, and the similarities and differences between different periods of history. Through enquiry, the use of historical sources and critical thinking, pupils become increasingly confident in investigating the past, evaluating evidence and constructing informed interpretations of history.

What will be the impact of our teaching?

By the end of Year 6, pupils will have developed as confident and curious historians who can think critically about the past and understand its relevance to the present. Through a carefully sequenced progression of knowledge, vocabulary and disciplinary skills, pupils will:

- Develop a secure understanding of **chronology**, enabling them to place periods, events and civilisations within broader historical narratives.
- Build a rich body of substantive knowledge about local, British and world history and make meaningful connections across different periods.
- Understand key historical concepts such as **legacy, power, invasion, society, belief, change and significance**, using them to compare and analyse different eras.
- Ask increasingly sophisticated historical questions and use a range of sources to investigate the past.
- Evaluate evidence critically, recognising that historical interpretations may differ and understanding concepts such as reliability, bias and perspective.
- Explain historical events through cause and consequence, making informed judgements supported by evidence.
- Use precise historical vocabulary confidently in discussion and writing.
- Develop an appreciation of how the past has shaped modern society and recognise the lasting legacies of significant people, events and civilisations.
- Become independent learners who can communicate historical understanding through debate, enquiry, discussion and extended writing.

Key threads in History

- Legacy
- Power
- Trade
- Monarchs
- Invasion
- Trade
- Beliefs

Long term overview for Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Traditional Tales/Percy the Parkkeeper Exploring the natural world Comment on changes over time such as starting school, the school day.	Castles Exploring the natural world Comment on changes over	Pets NA	Bears NA	Travel New and Old things	Seaside Geography focus
Reception	Traditional Tales/Percy the Parkkeeper Using their senses Looking at how they've changed -ordering pictures.	Castles Using their senses Looking at what castles are built from, materials link.	Pets NA	Bears NA	Travel New and old cars, properties of cars such as wheels	Seaside Geography focus
Year 1	Traditional Tales/Percy the Parkkeeper Language around seasonal changes over time.	Castles Past and present Changes beyond memory Significant person such as a Monarch King Charles Guy Fawkes Sources	Pets NA	Bears NA	Travel Old and new car 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 Sources	Seaside Geography focus
Year 2	Romans Events beyond living Aspects of life sources	Extreme Earth Look at famous disasters through time	Frozen Kingdoms NA	The Mayans Events beyond living Mayan life Contrast to UK sources	Maps NA	Keeping healthy NA
Year 3/4	Romans Legacy Invasion Jobs Romanisation of UK Society	Extreme Earth Look at famous disasters through time	Frozen Kingdoms NA	The Mayans Frederick Catherwood study Beliefs and culture Legacy Society	Maps NA	Keeping healthy NA

Year 5/6	War Legacy of World wars Invasion Artefacts from war Timelines concurrent Sources	Amazon NA	Ancient Greece Concurrent timelines Legacy Beliefs Power	Contrasting Coastlines NA	Victorians Impact of Victorians Queen Victoria Legacy Sig changes and Acts Society Power	

Long term overview for Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Our Village Natural world and properties	My local area Natural world and properties	Toys Toys in Nursery and compare to ones at home	Africa NA	New Life NA	Growth NA
Reception	Our Village Seasonal changes Identifying where school is and where we live	My local area Seasonal changes Identifying where school is and where we live	Toys Old and new toys Pictures old and new	Africa NA	New Life NA	Growth NA
Year 1	Our Village Different homes, old and new sources, pictures How old is our school?	My local area Old and new properties, changes over time and in living memory.	Toys Changes to toys Sources Artefacts old toys	Africa NA	New Life NA	Growth NA
Year 2	Stone To Iron age Events beyond living Aspects of life Sources Homes	Britain Events beyond living Aspects of life Sources Homes	Rivers and Mountains NA	Electricity NA	Bronte family Significant individuals How they lived	History of the seaside Artefacts Way of life
Year 3/4	Stone To Iron age Tools Jobs Society Homes	Britain Jobs in the past	Rivers and Mountains NA	Electricity NA	Bronte family Legacy Society Local history study	History of the seaside Everyday life study Past and present

Year 5/6	Egypt Legacy Beliefs Gods Society	Biomes NA	Vikings Society Ships Invasion	Evolution Charles Darwin	Tudors Monarch Power Beliefs Legacy
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Year C

Year 2	The Great fire Of London Sources Pepys	Materials NA	France Capitals of Europe NA	Anglo Saxons Identify settlements Homes Rooms in house contrast Jobs	Australia NA	Ancient civilization Society compare and contrast
Year 3/4	The Great fire Of London Sources Legacy	Materials NA	France NA	Anglo Saxons Identify settlements Tools Society Jobs	Australia Hot zones Human Physical	Ancient civilization Legacy Beliefs

Nursery	NURSERY Understanding the World Begin to make sense of their own life-story and family's history. Understand they are growing older and that changes have occurred since they were babies to toddlers to coming to Nursery. Sequencing pictures of themselves form baby to toddler to now.			
	Historical Enquiry and Interpretation	Knowledge of world history	Understand Chronology	Communicating Historically
	*Asks, who, what, when, how	*Remembers and talks about significant events in their own experience	*Can retell a simple past event in the correct order	*Can recall and relive past experiences using, a long time ago, today, yesterday
Nursery Vocabulary	Who? What? When? How?	Birthday	Today Tomorrow Next Day Before	Today Tomorrow Before After

			After	
Reception	<u>RECEPTION</u> <u>Understanding the World</u> • Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. <u>ELG - Understanding the World & Past and Present</u> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.			
	<u>Historical Enquiry and Interpretation</u>	<u>Knowledge of world history</u>	<u>Understand Chronology</u>	<u>Communicating Historically</u>
	*Use photographs to evidence changes in their own lives since birth	*Be aware of some historical events celebrated / commemorated nationally	*Talk about people or events, past and present, significant to themselves *Understand the concept of age	*Use words such as: now, then, a long time ago, days of the week, before, after
Reception Vocabulary	Old New	Celebration Remember History	Calendar Lifetime The present The past The future Yesterday	Long ago Days of the week Month Year

Level Expected by the end of EYFS

Understanding the World Past and Present

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling

Speaking :

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	Cycle A: Castles Transport Cycle B: Our Village Toys	Cycle A: Romans Ancient / Mayans Cycle B: Stone Age / Brontes / Seaside History Cycle C: Great Fire of London / Anglo Saxons and Scots / Shang Dynasty			Cycle A: WW11 / Ancient Greece/ Victorians Cycle B: Vikings / Egyptians / Tudors	
	KS1 History National Curriculum Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources		KS2 History National Curriculum Children should understand how our knowledge of the past is constructed from a range of sources	

Historical Interpretations	• Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? • Changes within living memory.	• Compare two versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/ stories	• Identify and give reasons for different ways in which the past is represented • Distinguish between different sources – compare different versions of the same story • Look at different representations of the period – E.g. museum information, cartoons/ storyboards.	• Look at the evidence available • Begin to evaluate the usefulness of different sources. • Look at different accounts of historical events and be able to explain why they may be different.	• Find and analyse a range of evidence about the past. • Compare accounts of events from different sources – fact or fiction and checking the accuracy, offering some reasons for different versions of events. • Start to understand the difference between primary and secondary evidence	• Link sources and work out how conclusions were arrived at – linking to factual evidence of the past. (E.g. Anne Frank) • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Show an awareness of propaganda • Know that people in the past represent events or ideas in a way that may be able to persuade others.
Vocabulary	A long time ago When Fact Fiction Memory Old New sort group compare comparison interview photograph similar/similarity different/ difference change sequence	contrast sources primary source reliable/reliability	certainty possibility confirm prove informed guess interpretation inference observation deduction legacy	inference deduction perspective cause consequence events impact conclusion credibility	Reliable accuracy creator representation council chamber records official record justify opinion interpretation	conclusions factual legacy
	KS1 History National Curriculum Children should ask and answer questions, using other sources to show that they know and understand key features of events.		KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.		KS2 History National Curriculum Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	

Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts	Use a source - observe or handle sources to answer 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.	- Use a range of sources to find out about the past. - Observe small details - artefacts, pictures or maps to build up a clearer picture about the past. - Ask questions to find answers about the past. - Begin to use books and internet for research	- Use evidence to build up a picture of a past event - Choose relevant material to present a picture of one aspect of life in time past - Devise and ask a variety of questions to find answers about the past. - Use the library and internet for research	- Begin to identify primary and secondary sources - Use evidence to build up a picture of a past event - Select relevant sections of information to address historically valid questions - Use the library and internet for research with increasing confidence	- Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - investigate their own lines of enquiry by posing historically valid questions to answer. - Bring knowledge gathered from several sources together in a fluent account
Vocabulary	ask investigate explain question artefacts object same event remember memory celebration special	evidence historically significant eye witness account eye witness observation	secondary source remains archaeological evidence reconstruction continuity historical significance criteria	observation life expectancy significant propaganda evaluate rank bias one-sided viewpoint balanced viewpoint enquiry supporting evidence	census audience purpose historical investigation link will inventory value transcribe prediction primary sources secondary sources	enquiry interpret validity
	KS1 History National Curriculum 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.		KS2 History National Curriculum 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.		KS2 History National Curriculum 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	
Chronological understanding	- Sequence events in their life - Sequence 3 or 4 artefacts or photos from distinctly different periods of time - Match objects to people of different ages	- Sequence artefacts closer together in time - check with reference book - Sequence photographs etc. from different periods - Describe memories and changes of key events in lives - Order dates from earliest to latest on simple timelines	- Place events from period studied on time line - Use dates and terms related to the study unit and passing of time - Sequence several events or artefacts	- Sequence several events, artefacts or historical figures on a timeline - Use terms related to the period and begin to date events - Understand more complex terms e.g. BC (before Christ/AD (Anno Domini)	- Order an increasing number of significant events, movements and dates on a timeline using dates accurately. - Use relevant terms and period labels to describe historical events. - Make comparisons between different times in the past	- Place current study on time line in relation to other studies - Use relevant dates and terms Make comparisons between different times in the past and sequence different events on a timeline. Understand how some different events/periods occurred concurrently in different locations

Vocabulary	morning afternoon evening order now present past recent timeline lifetime future date before today tomorrow last week/ month/year/day memory within living memory beyond living memory modern after long ago	Date Decade Order Earliest Latest Timeline Past, Present, Future Century, Newest, Oldest, Modern, Before, After	AD- Anno Domini BC- Before Christ period prehistory Prehistoric Paleolithic Mesolithic Neolithic Stone Age Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period	Anglo-Saxons (410 - 1066) Minoan Civilisation Mycenaean Period Dark Ages Ruled Reigned Empire Invasion Conquer	Archaic Period Classical Golden Period Hellenistic Period Concurrent	No new vocabulary
	KS1 History National Curriculum Pupils should identify similarities and differences between ways of life in different periods.		KS2 History National Curriculum Children should note connections, contrasts and trends over time.		KS2 History National Curriculum Pupils should note connections, contrasts and trends over time.	

Knowledge and Understanding of (People/Events/Changes) in the past	- Recognise the difference between past and present in their own and others' lives - They know and recount episodes from stories about the past.	- Recognise some similarities and differences between the past and the present. - Identify similarities and differences between ways of life in different periods - Know and recount episodes from stories and significant events in history. - Understand there are reasons why people in the past acted as they did. - Describe significant individuals from the past.	- Know and recount episodes from stories and events in history. (E.g. Beowulf) - Find out about everyday lives of people in time studied and explain how events influenced life today. - Identify reasons for and results of people's actions - Understand why people may have wanted to do something - Begin to understand similarities and differences between ways of life E.g. the Romans and the Mayans	- Identify key features, aspects and events of the time studied. - Note key changes over a period of time and be able to give reasons for those changes - Describe connections and contrasts between aspects of history (E.g. Stone Age to Iron Age) - Identify key features and events of time studied and compare with our life today - Look for links and effects in time studied - Understand why people acted as they did and describe significant individuals.	- Identify and note connections, contrasts and trends over time in the everyday lives of people (E.g. Romans and Victorians) - Describe the key features of the past period studied and use relevant historical terms culture, religious, social, economic and political - Examine causes and results of great events and the impact these had on people (E.g. Victorians factory act) - Compare life in early and late 'times' studied - Compare an aspect of life with the same aspect in another period (E.g. Schooling)	- Note and explain connections, contrasts and trends over time. - Use appropriate historical terms such as culture, religious, social, economic and political when describing the past. - Compare beliefs and behaviour with another time studied - Understand causes and results of great events and the impact these had on people (E.g. Battle of Britain, holocaust) - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Describe key features of the past including attitudes, beliefs and everyday lives of men, women and children. • Know key dates, characters and events of time studied
Vocabulary	Difference Recount Compare Contrast Remember Memory People	Similarities Differences Culture Periods Significant Reasons Individual Lifestyle	Episode Events Influence Legacy Reasons Results Actions beliefs monarch war	Features Time period Changes Connections Contrast Links Government parliament remembrance kingdom	Social political Economic Cultural Religious Trends Impact democracy	Beliefs Behaviour Characteristics Views attitudes
	KS1 History National Curriculum Pupils should use a wide vocabulary of everyday historical terms.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.		KS2 History National Curriculum Pupils should develop the appropriate use of historical terms.	

Presenting, Organising and Communicating	• 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.	• Use and understand appropriate historical vocabulary to communicate information • 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. • Show an understanding of historical terms • 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.	• Know and show a good understanding of historical vocabulary including abstract terms • Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports to communicate understanding. • Plan and present a self-directed project or research about the studied period.
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