



Skerton St Luke's CE Primary School

Subject Leader Overview for History



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 1		<p>Fire Fire! Events beyond living memory that are significant nationally or globally - Great Fire of London.</p> <ul style="list-style-type: none">-Recognise the distinction between past and present.-Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.-Recall some events from beyond their living memory which are significant nationally.-Use sources to answer basic questions about the past.-Identify some different ways in which the past can be represented.-Choose parts of stories and other sources to show what they know about the past.-Describe special or significant events.-Retell simple stories or events from the past.-Use simple historical terms.		<p>Family Album Changes within living memory- Where appropriate, these should be used to reveal aspects of change in national life</p> <ul style="list-style-type: none">-Recognise the distinction between past and present.-Order and sequence some familiar events and objects.-Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.-Describe some changes within their living memory (including aspects of national life where appropriate).-Use sources to answer simple questions about the past.-Choose parts of stories and other sources to show what they know about the past.-Describe special or significant events.-Retell simple stories or events from the past.-Use simple historical terms.			

<p>Year</p> <p>2</p>	<p>The Place Where I Live</p> <p>Significant historical events, people and places in their own locality. (including schools and playgrounds)</p> <ul style="list-style-type: none"> -Order and sequence events and objects. -Recognise that their own lives are similar and / or different from the lives of people in the past. -Use common words and phrases concerned with the passing of time. -Develop awareness of significant historical events, people and places in their own locality. -Make simple observations about different people, events, beliefs and communities. -Use sources to answer simple questions about the past. -Choose parts of stories and other sources to show what they know about the past. -Demonstrate simple historical concepts and events through role-play, drawing and writing. 		<p>Explorers</p> <p>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 periods - Neil Armstrong and Christopher Columbus.</p> <ul style="list-style-type: none"> -Order and sequence events and objects. -Recognise that their own lives are similar and / or different from the lives of people in the past. -Use common words and phrases concerned with the passing of time. <input type="checkbox"/>-Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements. <input type="checkbox"/>-Ask and answer simple questions about the past through observing and handling a range of sources. <input type="checkbox"/>-Recognise some basic reasons why people in the past acted as they did. -Choose parts of stories and other sources to show what they know about significant people and events. -Talk about what / who was significant in simple historical accounts. <input type="checkbox"/>-Demonstrate simple historical concepts and events through role-play, drawing and writing. -Use a variety of simple historical terms and concepts. 			<p>Buckets and Spades</p> <p>Events beyond living memory or places in their locality that are significant nationally or globally - the seaside then and now.</p> <ul style="list-style-type: none"> -Order and sequence events and objects. -Recognise that their own lives are similar and / or different from the lives of people in the past. -Use common words and phrases concerned with the passing of time. -Develop awareness of significant historical events, people and places in their own locality. -Ask and answer simple questions about the past through observing and handling a range of sources. -Consider why things may change over time. -Demonstrate simple historical concepts and events through role-play, drawing and writing. -Use a variety of simple historical terms and concepts.
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<p>Year</p> <p>3</p>	<p>There's No Place Like Home A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. -Use some dates and historical terms when ordering events and objects. -Demonstrate awareness that the past can be divided into different periods of time. □-Explore trends and changes over time. -Demonstrate knowledge of aspects of history significant in their locality. -Use sources to address historically valid questions. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Recognise that different versions of past events may exist. -Describe some of the ways the past can be represented. -Select and organise historical information to present in a range of ways. -Use relevant historical terms and vocabulary linked to chronology.</p>		<p>Rock and Roll! Changes in Britain from the Stone Age to the Iron Age - Bronze Age religion, technology and travel (Stonehenge.) -Use some dates and historical terms when ordering events and objects. -Demonstrate awareness that the past can be divided into different periods of time. -Explore trends and changes over time. -Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. -Use sources to address historically valid questions. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Recognise that different versions of past events may exist. -Describe some of the ways the past can be represented. -Discuss some historical events, issues, connections and changes. -Select and organise historical information to present in a range of ways. -Use relevant historical terms and vocabulary linked to chronology.</p>		<p>What the Romans Did For Us The Roman Empire and its impact on Britain (Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; British resistance, for example, Boudica; 'Romanisation' of Britain: the impact of technology, culture and beliefs, including early Christianity.) -Use some dates and historical terms when ordering events and objects. -Demonstrate awareness that the past can be divided into different periods of time. -Describe some aspects of the Roman Empire and recognise its impact on Britain. -Use sources to address historically valid questions. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Describe some of the ways the past can be represented. -Discuss some historical events, issues, connections and changes. -Select and organise historical information to present in a range of ways. -Use relevant historical terms and vocabulary linked to chronology.</p>	
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<p>Year</p> <p>4</p>		<p>The Great Plague A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Great Plague of 1665</p> <ul style="list-style-type: none"> -Use dates and historical terms when ordering events and objects. -Identify where people and events fit into a chronological framework. -Explore links and contrasts within and across different periods of time. - Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. - Use a wider range of sources as a basis for research to answer questions and to test hypotheses. □-Recognise how our knowledge of the past is constructed from a range of sources. -Evaluate sources and make simple inferences. -Choose relevant sources of evidence to support particular lines of enquiry. 			<p>Water, Water Everywhere The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt (including the River Nile).</p> <ul style="list-style-type: none"> -Use dates and historical terms when ordering events and objects. -Identify where people and events fit into a chronological framework. -Explore links and contrasts within and across different periods of time. -Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared. -Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt. -Use sources to address historically valid questions and hypotheses. -Recognise how sources of evidence are used to make historical claims. -Recognise why some events happened and what happened as a result. -Discuss significant aspects of, and connections between, different historical events. -Select and organise relevant historical information to present in a range of ways. 	
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<p>Year</p> <p>5</p>	<p>A Kingdom United Britain's settlement by Anglo-Saxons and Scots - Anglo-Saxon invasions, settlements and kingdoms: place names and village life. -Use dates and appropriate historical terms to sequence events and periods of time. -Identify where people, places and periods of time fit into a chronological framework. -Describe links and contrasts within and across different periods of time including short-term and long-term time scales. -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. -Use a wider range of sources as a basis for research to answer questions and to test hypotheses. -Recognise how our knowledge of the past is constructed from a range of sources. -Evaluate sources and make simple inferences. -Choose relevant sources of evidence to support particular lines of enquiry. -Discuss and debate historical issues. -Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p>		<p>Inventors and Inventions A study of a non-European society that provides contrasts with British history: early Islamic civilization, including a study of Baghdad c. AD 900. -Use dates and appropriate historical terms to sequence events and periods of time. -Identify where people, places and periods of time fit into a chronological framework. -Describe links and contrasts within and across different periods of time including short-term and long-term time scales. -Describe key aspects of a non-European society such as the early Islamic civilisation. -Use a wider range of sources as a basis for research to answer questions and to test hypotheses. -Recognise how our knowledge of the past is constructed from a range of sources. -Evaluate sources and make simple inferences. -Choose relevant sources of evidence to support particular lines of enquiry. -Discuss and debate historical issues. -Use appropriate vocabulary when discussing and describing historical events. -Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms. -Choose relevant ways to communicate historical findings.</p>			<p>Faster, Higher, Stronger Ancient Greece – a study of Greek life and achievements and their influence on the western world (including sport) -Use dates and appropriate historical terms to sequence events and periods of time. -Identify where people, places and periods of time fit into a chronological framework. -Describe links and contrasts within and across different periods of time including short-term and long-term time scales. -Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world. -Use a wider range of sources as a basis for research to answer questions and to test hypotheses. -Recognise how our knowledge of the past is constructed from a range of sources. -Evaluate sources and make simple inferences. -Choose relevant sources of evidence to support particular lines of enquiry. -Discuss and debate historical issues. -Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</p>
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<p>Year</p> <p>6</p>			<p>Super Sleuth The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. -Develop chronologically secure knowledge of the events and periods of time studied. -Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. -Describe aspects of the Viking and Anglo-Saxon struggle for the Kingdom of England in the time of Edward the Confessor. -Regularly address and sometimes devise historically valid questions and hypotheses. -Give some reasons for contrasting arguments and interpretations of the past. -Describe the impact of historical events and changes. -Acknowledge contrasting evidence and opinions when discussing and debating historical issues. -Use appropriate vocabulary when discussing, describing and explaining historical events. -Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. -Choose the most appropriate way of communicating different historical findings.</p>	<p>Oh! I Do Like To Be Beside The Seaside Aspect of British history beyond 1066 - leisure and entertainment -Use dates and a wide range of historical terms when sequencing events and periods of time. -Develop chronologically secure knowledge of the events and periods of time studied. -Analyse links and contrasts within and across different periods of time including short-term and long-term time scales. -Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066. -Regularly address and sometimes devise historically valid questions and hypotheses. -Give some reasons for contrasting arguments and interpretations of the past. -Describe the impact of historical events and changes. <input type="checkbox"/> Recognise that some events, people and changes are judged as more significant than others. -Acknowledge contrasting evidence and opinions when discussing and debating historical issues. -Use appropriate vocabulary when discussing, describing and explaining historical events. -Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms. -Choose the most appropriate way of communicating different historical findings.</p>
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