

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		Fire Fire! Events beyond living memory that are significant nationally or globally - Great Fire of LondonRecognise the distinction between past and presentUse 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 nationallyUse sources to answer basic questions about the pastIdentify some different ways in which the past can be representedChoose parts of stories and other sources to show what they know about the pastDescribe special or significant eventsRetell simple stories or events from the pastUse simple historical terms.		Family Album Changes within living memory- Where appropriate, these should be used to reveal aspects of change in national life -Recognise the distinction between past and presentOrder and sequence some familiar events and objectsUse 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 pastChoose parts of stories and other sources to show what they know about the pastDescribe special or significant eventsRetell simple stories or events from the pastUse simple historical terms.		

Year	The Place Where I	Explorers		Buckets and Spades
	Live	The lives of significant		Events beyond living
2	Significant historical	individuals in the past who		memory or places in their
 2	events, people and	have contributed to national		locality that are
	places in their own	and international		significant nationally or
	locality. (including	achievements. Some		globally - the seaside
	schools and	should be used to compare		then and now.
	playgrounds)	aspects of life in different		-Order and sequence
	-Order and sequence	periods - Neil Armstrong		events and objects.
	events and objects.	and Christopher Columbus.		-Recognise that their own
	-Recognise that their own	-Order and sequence events		lives are similar and / or
	lives are similar and / or	and objects.		different from the lives of
	different from the lives of	-Recognise that their own lives		people in the past.
	people in the pastUse common words and	are similar and / or different		-Use common words and
	phrases concerned with	from the lives of people in the		phrases concerned with
	the passing of time.	pastUse common words and		
	-Develop awareness of	phrases concerned with the		the passing of time.
	significant historical	passing of time.		-Develop awareness of
	azevents, people and	-Demonstrate awareness of		significant historical events,
	places in their own	the lives of significant		people and places in their
	locality.	individuals in the past who		own locality.
	-Make simple	have contributed to national		-Ask and answer simple
	observations about different people, events,	and international		questions about the past
	beliefs and communities.	achievements.		through observing and
	-Use sources to answer	-Ask and answer simple questions about the past		handling a range of
	simple questions about	through observing and		sources.
	the past.	handling a range of sources.		-Consider why things may
	-Choose parts of stories	-Recognise some basic		change over time.
	and other sources to	reasons why people in the past		-Demonstrate simple
	show what they know	acted as they did.		historical concepts and
	about the past.	-Choose parts of stories and		events through role-play,
	-Demonstrate simple	other sources to show what		drawing and writing.
	historical concepts and events through role-	they know about significant		-Use a variety of simple
	play, drawing and writing.	people and eventsTalk about what / who was		historical terms and
	play, arawing and whang.	significant in simple historical		concepts.
		accounts.		сопсеры.
		-Demonstrate simple		
		historical concepts and events		
		through role-play, drawing and		
		writing.		
		-Use a variety of simple		
		historical terms and concepts.		

Year There's No P Like Home	lace	Rock and Roll!	What the Demons Did	
Like Home		Nook and Non.	What the Romans Did	
		Changes in Britain from the	For Us	
A study of an	aspect of	Stone Age to the Iron Age -	The Roman Empire	
history or a sit	te dating	Bronze Age religion,	and its impact on	
from a period	beyond	technology and travel	Britain (Julius Caesar's	
1066 that is si		(Stonehenge.)	attempted invasion in	
in the locality.		-Use some dates and historical	55-54 BC; the Roman	
-Use some date	es and	terms when ordering events	Empire by AD 42 and	
historical terms	when	and objects.	the power of its army;	
ordering events	and	-Demonstrate awareness that	British resistance, for	
objects.		the past can be divided into	example, Boudica;	
-Demonstrate a		different periods of time.	'Romanisation' of	
that the past ca		-Explore trends and changes	Britain: the impact of	
divided into diffe		over timeDescribe and give reasons for	technology, culture and	
periods of time.		some of the changes in Britain	beliefs, including early	
-Explore trend changes over ti		from the Stone Age to the Iron	Christianity.	
-Demonstrate k		Age.	-Use some dates and	
of aspects of hi		-Use sources to address	historical terms when	
significant in the		historically valid questions.	ordering events and	
-Use sources to		-Recognise that our knowledge	objects.	
historically valid	i l	of the past is constructed from	-Demonstrate awareness	
questions.		different sources of evidence.	that the past can be	
-Recognise tha		-Recognise that different	divided into different	
knowledge of the		versions of past events may	periods of time.	
constructed from		exist.	-Describe some aspects	
sources of evid		-Describe some of the ways the past can be represented.	of the Roman Empire and	
-Recognise tha		-Discuss some historical	recognise its impact on Britain.	
versions of pas may exist.	i events	events, issues, connections	-Use sources to address	
-Describe some	of the	and changes.	historically valid	
ways the past of		-Select and organise historical	questions.	
represented.		information to present in a	-Recognise that our	
-Select and org	anise	range of ways.	knowledge of the past is	
historical inform	nation to	-Use relevant historical terms	constructed from different	
present in a rar	nge of	and vocabulary linked to	sources of evidence.	
ways.		chronology.	-Describe some of the	
-Use relevant h			ways the past can be	
terms and voca			represented.	
linked to chrono	ology.		-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.	

V	The Creet Planue	Water Water
Year	The Great Plague	Water, Water
	A study of an aspect or	Everywhere
4	theme in British history that	The achievements of
-	extends pupils'	the earliest civilizations
	chronological	– an overview of where
	knowledge beyond 1066 -	and when the first
	The Great Plague of 1665	civilizations appeared
	-Use dates and historical	and a depth study of
	terms when ordering events	Ancient Egypt
	and objects.	(including the River
	-Identify where people and	Nile).
	events fit into a chronological	-Use dates and historical
	framework.	terms when ordering
	-Explore links and contrasts	events and objects.
	within and across different	-Identify where people
	periods of time Demonstrate more in-depth	and events fit into a
	knowledge of one specific	chronological framework.
	civilisation e.g. Ancient Egypt.	-Explore links and
	- Use a wider range of sources	contrasts within and
	as a basis for	across different periods of
	research to answer questions	time.
	and to test hypotheses.	-Describe and compare
	-Recognise how our	some of the characteristic
	knowledge of the past is	features and achievements of the
	constructed from a range of	earliest civilisations
	sources.	including where and
	-Evaluate sources and make	when they appeared.
	simple inferences.	-Demonstrate more in-
	-Choose relevant sources of	depth knowledge of one
	evidence to support particular	specific civilisation e.g.
	lines of enquiry.	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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A Kingdom United Inventors and Inventions Faster, Higher, Year Britain's settlement by A study of a non-European Stronger Anglo-Saxons and society that provides Ancient Greece - a 5 Scots - Anglo-Saxon study of Greek life and contrasts with British invasions, settlements history: early Islamic achievements and their and kingdoms: place civilization, including a influence on the names and village life. study of Baghdad c. AD western world (including -Use dates and 900 sport) appropriate historical -Use dates and appropriate -Use dates and appropriate terms to sequence historical terms to sequence historical terms to events and periods of events and periods of time. sequence events and time. -Identify where people, places periods of time. -Identify where people, and periods -Identify where people, places and periods of time fit into a chronological places and periods of time fit into a framework. of time fit into a chronological framework. -Describe links and contrasts chronological framework. -Describe links and within and across different -Describe links and contrasts within and periods of time including shortcontrasts within and across across different periods term and long-term time different periods of time of time including shortincluding short-term and scales. term and long-term time -Describe key aspects of a long-term time scales. scales. non-European society such as -Demonstrate knowledge -Describe some aspects the early Islamic civilisation. of Ancient Greece of Britain's settlement by -Use a wider range of sources including Greek life and Anglo-Saxons and Scots. as a basis for research to achievements and -Use a wider range of answer questions and to test their influence on the sources as a basis for hypotheses. western world. research to answer -Recognise how our -Use a wider range of questions and to test knowledge of the past sources as a basis for hypotheses. is constructed from a range of research to answer -Recognise how our questions and to test sources. knowledge of the past -Evaluate sources and make hypotheses. is constructed from a simple inferences. -Recognise how our range of sources. -Choose relevant sources of knowledge of the past -Evaluate sources and is constructed from a range evidence to support particular make simple inferences. lines of enquiry. of sources. -Choose relevant sources -Discuss and debate historical -Evaluate sources and of evidence to support make simple inferences. issues. particular lines of enquiry. -Use appropriate vocabulary -Choose relevant sources -Discuss and debate when discussing and of evidence to support historical issues. describing historical events. particular lines of enquiry. -Construct responses to -Discuss and debate -Construct responses to historical questions historical questions and historical issues. and hypotheses that hypotheses that involve -Construct responses to involve selection and selection and organisation of historical questions and organisation of relevant relevant historical information hypotheses that involve historical information including dates and terms. selection and organisation including dates and -Choose relevant ways to of relevant historical terms. communicate historical information including dates findings. and terms.

Year	Super Sleuth	Oh! I Do Like To Be Beside The Seaside
. oai	The Viking and Anglo-	Aspect of British history beyond 1066 - leisure and
_	Saxon struggle for the	entertainment
6	Kingdom of England to the	-Use dates and a wide range of historical terms when
	time of Edward the	sequencing events and periods of time.
	Confessor.	-Develop chronologically secure knowledge of the
		events and periods of time studied.
	-Develop chronologically secure knowledge of the	-Analyse links and contrasts within and across different
	events and periods of time	periods of time including short-term and long-term time
	studied.	scales.
	-Analyse links and contrasts	-Demonstrate knowledge of an aspect or theme in
	within and across different	British history that extends their chronological
	periods of time including	knowledge beyond 1066.
	short-term and long-term time	-Regularly address and sometimes devise historically
	scales.	valid questions and hypotheses.
	-Describe aspects of the	-Give some reasons for contrasting arguments and
	Viking and Anglo-Saxon	interpretations of the past.
	struggle for the Kingdom of	-Describe the impact of historical events and changes.
	England in the time of Edward	Recognise that some events, people and changes are
	the Confessor.	judged as more significant than others.
	-Regularly address and	-Acknowledge contrasting evidence and opinions when
	sometimes devise historically	discussing and debating historical issues.
	valid questions and	-Use appropriate vocabulary when discussing,
	hypotheses.	describing and explaining historical events.
	-Give some reasons for	-Construct informed responses to historical questions and hypotheses that involve thoughtful selection and
	contrasting arguments and	1 7
	interpretations of the past.	organisation of relevant historical information including appropriate dates and terms.
	-Describe the impact of	-Choose the most appropriate way of communicating
	historical events	different historical findings.
	and changes.	different filotofical infamigo.
	-Acknowledge contrasting	
	evidence and opinions when	
	discussing and debating	
	historical issuesUse 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.	
	different historical findings.	