

## History- Whole School Overview



JUNIOR SCHOOL

Together we make a difference

*In history we build upon the learning in KS1 and by the end of year 6 we aim for all pupils to have studied a broad and progressive history curriculum, which inspires and motivates them to question and discuss the past and the wider world. We focus on a range of key concepts, skills, knowledge & vocabulary, which ensures pupils have the necessary understanding to embrace the KS3 curriculum. We endeavour to teach pupils to think critically, ask questions, weigh evidence, sift arguments, and develop perspective and judgement.*

Year 3			
	Autumn	Spring	Summer
Historical period of study	<b>Changes in Britain from the Stone Age to the Iron Age</b>	<b>Ancient Greece</b>	<b>A local history study</b>
Investigating and interpreting the past	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts &amp; pictures to find out about the past.</li> </ul>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures &amp; stories, to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, databases &amp; online sources to find out about the past.</li> </ul>
Communicating historically	<ul style="list-style-type: none"> <li>Use the <b>historical</b> vocabulary of: <i>old new, before, after, ancient, past, present, BC, AD, evidence, source, chronological, similar, difference, artefact, archaeology</i></li> <li>Show an understanding of the <b>historical</b> concept of: <i>war and peace, civilisation, change,</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>historical</b> vocabulary of: <i>old new, before, after, ancient, past, present, BC, AD, evidence, source, chronological, similar, difference, architecture, artefact, archaeology</i></li> <li>Show an understanding of the <b>historical</b> concept of: <i>war and peace, civilisation, change, democracy, legacy, influence</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the <b>historical</b> vocabulary of: <i>old new, before, after, past, present, local, evidence, source, chronological, similar, difference, architecture, artefact, industrial</i></li> <li>Show an understanding of the <b>historical</b> concept of: <i>local history, change, industrialisation</i></li> </ul>
Understanding chronology	<ul style="list-style-type: none"> <li>Recount changes that have occurred in their own lives (through pictures &amp; words)</li> <li>Place dates &amp; events in order (including BC &amp; AD) on a given timeline for a historical period</li> </ul>	<ul style="list-style-type: none"> <li>Place events, artefacts &amp; dates in order on a time line from a period of history to the present day</li> </ul>	<ul style="list-style-type: none"> <li>Place photographs of historical evidence &amp; dates in order on a time line from a period of history to the present day (showing technological and cultural change)</li> </ul>
Building an overview of world history	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events through their own written narrative</li> <li>Describe significant people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Describe historical events through their own account.</li> <li>Describe significant people from the past.</li> </ul>

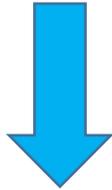
	<ul style="list-style-type: none"><li>• Recognise that there are reasons why people in the past acted as they did.</li></ul>	<ul style="list-style-type: none"><li>• Recognise that there are reasons why people in the past acted as they did.</li></ul>	<ul style="list-style-type: none"><li>• Recognise that there are reasons why people in the past acted as they did.</li><li>• Describe changes that have happened in the locality of the school throughout history.</li></ul>
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**Year 4**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Historical period of study</b>	<b>The Roman Empire and its impact on Britain</b>	<b>Britain's Settlement by the Anglo-Saxons &amp; Scots</b>	
<b>Investigating and interpreting the past</b>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> </ul>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use artefacts, pictures, stories, online sources and to find out about the past.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	
<b>Communicating historically</b>	<ul style="list-style-type: none"> <li>• Use the <b>historical</b> vocabulary of: <b>old new, before, after, ancient, past, present, BC, AD, evidence, source, chronological, similar, difference, artefact, archaeology, culture, beliefs</b></li> <li>• Show an understanding of the <b>historical</b> concept of: <b>war and peace, resistance, civilisation, change, culture, empire &amp; expansion</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>historical</b> vocabulary of: <b>old new, before, after, ancient, past, present, BC, AD, evidence, source, chronological, similar, difference, artefact, archaeology, culture, beliefs, art, culture, religion,</b></li> <li>• Show an understanding of the <b>historical</b> concept of: <b>war and peace, resistance, civilisation, change, culture, fall of an empire, invasion &amp; settlement, religious conversion peasantry</b></li> </ul>	
<b>Understanding chronology</b>	<ul style="list-style-type: none"> <li>• Produce a timeline of dates &amp; events in order (including BC &amp; AD) on a given timeline for a historical period</li> </ul>	<ul style="list-style-type: none"> <li>• Place historical figures on a time line using dates for a specific period of history.</li> <li>• Produce a timeline of evidence relating to a theme of their interest (eg clothes, toys) over a given period of time to the present day.</li> </ul>	
<b>Building an overview of world history</b>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	

	<ul style="list-style-type: none"><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul>	<ul style="list-style-type: none"><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li></ul>	
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**Year 5**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Historical period of study</b>	<b>A Non-European Society the provides a contrast with British History-Ancient Maya</b>	<b>The Achievements of the Earliest civilisations- Ancient Egypt</b>	
<b>Investigating and interpreting the past</b>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Use artefacts, pictures, stories &amp; online sources to find out about the past.</li> </ul>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	
<b>Communicating historically</b>	<ul style="list-style-type: none"> <li>• Use the <b>historical</b> vocabulary of: <b>ancient, past, present, BC, AD, evidence, source, chronological, similar, difference, artefact, archaeology, culture, beliefs, architecture, sacrifice, religious beliefs</b></li> <li>• Show an understanding of the <b>historical</b> concept of: <b>war &amp; peace, hierarchy, civilisation, change, culture, empire &amp; expansion, cultural development, spirituality, innovation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>historical</b> vocabulary of: <b>ancient, past, present, BC, AD, primary evidence, source, chronological, similar, difference, artefact, archaeology, culture, beliefs, architecture, sacrifice, religious beliefs</b></li> <li>• Show an understanding of the <b>historical</b> concept of: <b>civilisation, change, culture, cultural development, spirituality, innovation, legacy and influence</b></li> </ul>	
<b>Understanding chronology</b>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a digital time line using dates. (focussing on the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a timeline of dates, historical figures &amp; events in order (including BC &amp; AD) for 1 historical period of history, but two civilisations or locations (eg Ancient Egypt &amp; the Stone Age) focussing on the social, ethnic, cultural or religious diversity of past society.</li> </ul>	
<b>Building an overview of world history</b>	<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of other areas of interest around the world</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand &amp; explain why contrasting arguments &amp; interpretations of the past have been constructed</li> <li>• Analyse different interpretations of the past</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	



Year 6			
	Autumn	Spring	Summer
<b>Historical period of study</b>		<b>World War II (aspect of British history post 1066)</b>	<b>The Viking &amp; Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</b>
<b>Investigating and interpreting the past</b>		<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> </ul> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> </ul>
<b>Communicating historically</b>		<ul style="list-style-type: none"> <li>• Use the <b>historical</b> vocabulary of: <b>past, present, primary &amp; secondary evidence, source, chronological, compare &amp; contrast, military, political, Parliament, treaty</b></li> <li>• Show an understanding of the <b>historical</b> concept of: <b>war &amp; peace, change, culture, empire, innovation, nation, alliance, legacy &amp; influence</b></li> <li>• Present information in own original way</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>historical</b> vocabulary of: <b>ancient, past, present, BC, AD, primary &amp; secondary evidence, source, chronological, similar, difference, artefact, raids, invasion, laws, justice, archaeology, culture, beliefs, art, culture, religion</b></li> <li>• Show an understanding of the <b>historical</b> concept of: <b>war and peace, exploration</b></li> <li>• Present information in own original way</li> </ul>
<b>Understanding chronology</b>		<ul style="list-style-type: none"> <li>• identify how historical events cause and effect later events and represent this along a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> </ul>
<b>Building an overview of world history</b>		<ul style="list-style-type: none"> <li>• Compare some of the times studied with those of the other areas of interest around the world</li> <li>• Understand how Britain has influenced and has been influenced by the wider World.</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own analyses of an historical event</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li></ul> |  |
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