

## HISTORY NEW CURRICULUM OVERVIEW: **TOPIC COVERAGE**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<ul style="list-style-type: none"> <li>Place known events and objects in chronological order.</li> <li>Sequence events and recount changes within living memory.</li> <li>Use common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Show an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Use an increasing range of common words and phrases relating to the passing of time.</li> <li>Describe memories of key events in his/her life using historical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Place some historical periods in a chronological framework</li> <li>Use historic terms related to the period of study</li> </ul>	<ul style="list-style-type: none"> <li>Use dates to order and place events on a timeline</li> </ul>	
<b>Historical enquiry</b>	<ul style="list-style-type: none"> <li>Find answers to some simple questions about the past from simple sources of information.</li> <li>Describe some simple similarities and differences between artefacts.</li> <li>Sort artefacts from 'then' and 'now'.</li> <li>Ask and answer relevant basic questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</li> </ul>		<ul style="list-style-type: none"> <li>Use sources of information in ways that go beyond simple observations to answer questions about the past</li> <li>Use a variety of resources to find out about aspects of life in the past</li> </ul>	<ul style="list-style-type: none"> <li>Compare sources of information available for the study of different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> <li>Make confident use of a variety of sources for independent research</li> </ul>
<b>Historical interpretations</b>	<ul style="list-style-type: none"> <li>Relate his/her own account of an event and understand that others may give a different version</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes within living memory and aspects of change in national life</li> <li>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</li> <li>Describe significant historical events, people and places in his/her own locality</li> </ul>		<ul style="list-style-type: none"> <li>Understand that sources can contradict each other</li> </ul>	<ul style="list-style-type: none"> <li>Make comparisons between aspects of periods of history and the present day</li> <li>Understand that the type of information available depends on the period of time studied</li> <li>Evaluate the usefulness of a variety of sources</li> </ul>	
<b>Organisation and</b>	<ul style="list-style-type: none"> <li>Talk, draw or write about aspects of the past</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide vocabulary of everyday historical terms</li> <li>Speak about how he/she</li> </ul>		<ul style="list-style-type: none"> <li>Communicate his/her learning in an organised and structured way, using</li> </ul>	<ul style="list-style-type: none"> <li>Present findings and communicate knowledge and understanding in</li> </ul>	

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<b>communication</b>		<p>has found out about the past</p> <ul style="list-style-type: none"> <li>Record what he/she has learned by drawing and writing.</li> </ul>		appropriate terminology	<p>different ways</p> <ul style="list-style-type: none"> <li>Provide an account of a historical event based on more than one source</li> </ul>	
<b>Understanding of events, people and changes</b>	<ul style="list-style-type: none"> <li>Understand key features of events</li> <li>Identify some similarities and differences between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>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 e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> </ul>	<ul style="list-style-type: none"> <li>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>Describe a local history study</li> </ul>	<ul style="list-style-type: none"> <li>Describe Britain's settlement by Anglo-Saxons and Scots</li> <li>Describe the Roman Empire and its impact on Britain</li> <li>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>	<p>different ways</p> <ul style="list-style-type: none"> <li>Give some reasons for some important historical events</li> <li>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</li> <li>Give some reasons for some important historical events</li> <li>Describe a study of Ancient Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</li> <li>Describe changes in Britain from the Stone Age to the Iron Age</li> <li>Use evidence to support arguments</li> </ul>