

History overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The History of the High Street	Brilliant Brunel	Ancient Egypt	Invaders and settlers	Living in Victorian Britain	WW2
<p><u>Historical skills – concepts</u> <u>Change and development</u></p> <p>I can identify differences between life in the present and life in the past – I can say how and why shopping changed from 1950s until the present day.</p> <ul style="list-style-type: none"> I understand that there were changes in materials and technologies available for shopping. 	<p>Events beyond living memory that are significant nationally or globally (History day: Hyacinth Hall, Brunel and significance of GWR)</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</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically</p>	<p>Historical terms: Develop appropriate use of historical terms</p> <p>Sequencing the past Identify and sequence the different groups of people that invaded and inhabited England over a period of time</p> <p>Change and development Know what changed at different times in early England</p>	<p><u>Historical knowledge</u> Develop a chronologically secure understanding of the Victorian era and some of the key themes during this time.</p> <p><u>Historical skills – concepts</u> Change and development I can say what changed in our local area from the Victorian times I can explain the impact and change caused by George</p>	<p>Historical knowledge I can give an overview of World War 2 and its key events. I can sequence main events related to Britain during WW2 History concepts Change and development: I can explain what changed at different times during WW2 Evacuation, rationing, air raid shelters, jobs Cause and effect: I know how and why WW2 started</p>

<ul style="list-style-type: none"> I can make distinctions between aspects of their own lives and those of past times <p><u>Significance and Interpretations</u> <u>Cause and effect</u></p> <p>I can begin to realise there are reasons why people in the past acted as they did</p> <p><u>Historical skills-enquiry and sources</u></p> <p>Planning and carrying out a historical enquiry</p> <p>I can ask historical</p>	<p>different periods (Brunel)</p> <p>Significant historical events, people and places in their own locality</p> <p>Subject content (Knowledge)</p> <p>Similarities and differences between past and present. Comparing Victorian travel to present travel.</p> <p>Chronological understanding – Continue to develop chronologically secure knowledge of history.</p>	<p>valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Subject content (Knowledge) The achievements of the ancient Egyptians – an overview of where and when the ancient Egyptians appeared and an in</p>	<p>Compare being a child in the Iron age with today</p> <p>Significance and Interpretations</p> <p>Explain why Roman achievements were significant</p> <p>Understand and can explain why different groups of people had different views about the Romans and Boudicca</p> <p>Cause and effect Know how and why the Romans invaded Britain Explain how the Roman invasion of Britain affected the</p>	<p>Muller through his orphanages</p> <p>Significance and Interpretations I can explain the working conditions of poor children during the Victorian period</p> <p>Cause and effect I know how and why George Muller helped the orphans in Bristol I know the impact Muller had on helping poor children for years after his death.</p> <p><u>Historical skills-enquiry and sources</u> Planning and carrying out a historical enquiry</p>	<p>I know how and why children were evacuated</p> <p>Significance and interpretations: I can explain why Adolf Hitler was significant to the events of WW2 I can explain the significance of Anne Frank’s diary I understand that the events of WW2 can be interpreted differently by different people</p> <p>Historical skills – enquiry and sources: I can plan an investigation to ask historical questions and come to a substantiated conclusion</p> <p>Using sources as evidence:</p>
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Experiences
Aspirations
Teach to remember

<p>questions</p> <p>I can answer these questions using historical sources like pictures, artefacts, people</p>	<p>Historical Skills/Concepts</p> <p>Change and Development I can say what changed at different times during the Victorian period. I can identify differences between life in the present and life in the past.</p> <p>Significance and Interpretation – I can explain how Isambard Kingdom Brunel changed the methods people travelled in the United Kingdom.</p>	<p>depth study of life at this time.</p> <p>Chronological understanding – Continue to develop chronologically secure knowledge of history.</p> <p>Historical Skills/Concepts</p> <p>Change and Development I can say what changed at different times during the Egyptian period</p> <p>Significance and Interpretation I can explain why hieroglyphics and</p>	<p>world we live in today</p> <p>Understand that the Romans invented many things including roads, language, central heating</p> <p>Know how and why the Saxons built hill forts</p> <p><u>Historical skills-enquiry and sources</u></p> <p>Using Sources as evidence:</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>I can ask historical questions I can answer these questions using historical sources</p> <p>Using Sources as evidence I understand the difference between primary and secondary historical sources I can use historical sources to answer questions Understand how sources can help construct our knowledge of the past</p> <p>Mini Art Project: Slate/Chalk art</p>	<p>I understand the difference between primary and secondary resources I can use a range of source types as evidence and explain why I have chosen the source.</p> <p>Mini Art unit: Blitz Artwork</p>
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	<p>I can explain the significance the Clifton suspension Bridge has made to Bristol.</p> <p>I can identify the different ways the past is represented.</p> <p>Cause and Effect</p> <p>I can recognise and give reasons to why the ss Great Britain, Clifton Suspension Bridge and the Great Western Railway were built and what happened as a result.</p> <p>Historical Enquiry - Understand how knowledge of the past is constructed from a range of sources.</p>	<p>mummification were some of the most significant developments of the ancient Egyptian period</p> <p>I understand that Howard Carter’s discovery of Tutankhamun’s tomb was interpreted differently by different people</p> <p>Cause and Effect</p> <p>I know how and why the ancient Egyptians developed papyrus paper</p> <p>I can say how this affected the ancient world for nearly 3000 years</p>	<p>Use historical sources to answer questions</p> <p>Planning and carrying out a historical enquiry:</p> <p>Ask historical questions about the Romans</p> <p>Plan how I will answer each question</p> <p>Answer these questions using historical sources</p> <p>Subject content: The Roman Empire and its impact on Britain Britain’s settlement by the Anglo-Saxons</p>		
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	<p>Ask historical questions. Answer these questions using historical sources, like pictures, artefacts, people.</p> <p>Mini DT Project – Design and build bridges.</p>	<p>Historical Enquiry - Planning and carrying out a historical enquiry I can ask historical questions I can answer these questions using historical sources</p> <p>Using Sources as evidence I understand the difference between primary and secondary historical sources I can use historical sources to answer questions</p> <p>Mini art project Death mask workshop</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Mini art project – line drawings/sketches of artefacts/longshi</p>		
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