

History Overview

EYFS	Understanding the world	<ul style="list-style-type: none"> - Talk about the lives of people around them and their role in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books and storytelling.
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		Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
1 <i>Term 1</i>	History Day – Mr Absie	I can label and create a timeline.	I can ask questions; ‘What happened?’ ‘How long ago?’		I can describe changes.		I can name and talk about the life of a significant person in our local community.
1 <i>Term 3</i>	Toys <i>Changes within living memory</i>	I can label timelines with words such as: past, present, older and newer. I can recount changes that have occurred in my own life.	I can look at sources and ask “What was it like for people?” “What happened?” “What was this used for?” “How long ago?”	I can discuss causes that lead to toys changing.	I can say which toys have stayed the same and which toys have changed over time.	I can compare toys using pictures from the past and present.	I can name a significant toy from the past.
1 <i>Term 6</i>	Kings, Queens and Castles <i>Significant individuals and local places</i>	I can place events and some artefacts on a timeline.	With support, I can observe or handle some evidence to ask questions about the past.	I can begin to explain why monarchs built castles and what the consequences of these actions were.	I can describe changes and historical events.	I can compare the similarities and differences between different castles.	I can begin to talk about key events of a significant king/queen or castle.

2 Term 1	History Day – Hyacinth Hall	I can place events on a timeline.	I can observe evidence to ask questions about the past.			I can compare the similarities and differences between being a head teacher in 1985 and now.	I can explain why Hyacinth Hall was significant in our local area.
2 Term 3	Brilliant Brunel	I can place events, artefacts and historical figures on a timeline.	I can observe or handle evidence to ask questions and find answers to questions about the past.	I can explain and give reasons as to why the SS Great Britain, Clifton Suspension Bridge and the Great Western Railway were built and what has happened as a result.	I can say what changed at different times during the Victorian period.	I can compare the similarities and differences between life in Victorian Britain and now. I can identify some of the different ways the past has been represented.	I can explain how Isambard Kingdom Brunel changed the methods in which people travelled in the United Kingdom.
2 Term 6	Great Fire of London <i>Events beyond living memory</i>	I can place events, artefacts and historical figures on a timeline. I can use dates where appropriate.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).	I can explain the causes of the Great Fire of London and what the consequences were.	I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.	I can use artefacts and diary entries to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name a monarch.
3 Term 1	History Day – Kassam Majothi	I can place events on a timeline.					I can explain why Kassam Majothi was significant in our local area.
3	Stone Age to Iron Age	I can place ages in order of time and understand	I can observe evidence to ask about the past	I can suggest causes and consequences	With support, I can begin to explain the	I can describe similarities and	I can suggest suitable sources of evidence



Being different.
Belonging together.

High Expectations

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Term 3	<i>Changes in Britain from the Stone Age to the Iron Age</i>	the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	of the main events within prehistory such as agriculture, mining and migration.	concept of change over a long period of history.	differences between the Stone Age, Bronze Age and Iron Age.	to find out about significant people/events.
3 Term 6	Ancient Egypt <i>The achievements of the earliest civilisations</i>	I can place events, artefacts and historical figure on a timeline using dates. With support, I can use BCE and CE.	I can suggest suitable sources of evidence for historical enquiries. I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	I can suggest causes and consequences of some of the main events within Ancient Egypt.	I can begin to explain the concept of change over a long period of history.	I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.	I can suggest suitable sources of evidence for historical enquiries. I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
4 Term 1	History Day – Steve Stacey	I can place events on a timeline.					I can explain why Steve Stacey was significant in our local area.
4 Term 3	Ancient Greece <i>A study of Greek life and achievements and their influence on the world</i>	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).



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4 Term 6	The Romans <i>The Roman Empire and its impact on Britain</i>	I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).	I can suggest more than one suitable source for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.	I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past. I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).	I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).
5 Term 1	History Day - Roy Hackett	I can place events on a timeline.					I can explain why Roy Hackett was significant in our local area.
5 Term 3	Anglo-Saxons and Vikings <i>Britain's settlement by Anglo-Saxons and Vikings</i>	I can use dates accurately in describing events and people.	I can use sources of evidence to deduce information about the Saxons and Vikings. I can discuss whether the evidence is reliable and explain why.	I can describe causes of invasion in Britain and what the consequences were.	I can identify periods of rapid change in history. I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain.	I can compare similarities and differences between Anglo-Saxon and Viking culture.	I can describe the social and cultural significance of a past society.
5 Term 6	Ancient Maya <i>A non-European study that provides contrast</i>	I can use dates and terms accurately in describing events and people.	I can use sources of evidence to deduce information about the past. I can use sources of information to form testable hypotheses about the past.	I can describe causes of events and their consequences in Ancient Maya.	I can identify periods of rapid change in history. I can explain the concepts of continuity and change over time.	I can compare the similarities and differences between civilisations and cultures.	I can describe the social and cultural significance of a past society. I can describe the characteristic features of the past,

	<i>with British history</i>						including ideas and beliefs.
6 <i>Term 1</i>	History Day – Roy Hackett	I can place events on a timeline.					I can explain why Roy Hackett was significant in our local area.
6 <i>Term 3</i>	World War II <i>Post 1066 Study</i>	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history.	I can use sources of information to form conclusions about the past. I can explain that no single source of evidence gives the full answer to questions about the past.	I can describe some of the causes and consequences of World War 2.	I can identify periods of rapid change in history and contrast them with times of relatively little change.	I use appropriate historical vocabulary to compare and contrast key people/events/artefacts in history.	I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
6 <i>Term 6</i>	Crime and Punishment <i>Post 1066 Study</i>	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.