

History

Subject	Quote to lead subject	Intent	Implementation	Impact
History	<i>The more you know of your history, the more liberated you are.</i> Maya Angelou	To create a history curriculum rooted in integrity and self-improvement.	Ensuring learning is interesting and structured to build on children's existing knowledge.	To leave with an understanding of the past and use it to create a better future. To gain historical knowledge, appreciation and awareness.

History	Autumn	Spring	Summer
Year 1	Linking of prior learning*	Elizabeth I and Elizabeth II	Changes in living memory – Our History
Year 2	Captain Cook- famous names	Great fire of London Samuel Pepys	Linking of prior learning*
Year 3	Stone Age	Ancient Rome- impact on Britain/fall of the Roman Empire/Boudicca	Linking of prior learning*
Year 4	Christian Conversion- Canterbury/Lindisfarne/Iona Anglo Saxons	Linking of prior learning*	Ancient Greece
Year 5	Ancient Egypt	Linking of prior learning*	Viking invasion
Year 6	WW1 & 2	Local Area- democracy local government	Mayan

History	Chronology	1.2 sequence some events or objects in chronological order.	Spr & Sum
History	Range and Depth of Historical Knowledge	1.1 Tell the difference between past and present in own and other people's lives.	Spr & Sum
History	Interpretations of Historical Enquiry	1.3 Begin to identify and recount some details from the past from sources (e.g. Pictures, stories) 1.4 Find answers to simple questions about the past from the sources of information (e.g. Pictures, stories)	Spr & Sum
History	Organisation and Communication	1.5 Build knowledge of significant individuals from the past 1.6 Shows knowledge and understanding about the past in different ways (e.g. Role play, drawing, writing, talking).	Spr & Sum
History	GDS	1.1 To describe in detail similarities/differences in artefacts.	
History	Chronology	2.1 Recount changes in own life over time. 2.3 Put 3 people, events or objects in order using a given scale. 2.4 Uses past and present when telling others about an event. 2.5 Uses words and phrases such as recently, before, after, now and later.	Au & Spr
History	Range and Depth of Historical Knowledge	2.2 Recount main events from a significant event in history 2.8 Uses information to describe the past. 2.9 Uses information to describe differences between then and now.	Au & Spr
History	Interpretations of Historical Enquiry	2.6 Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). 2.7 Look carefully at pictures or objects to find information about the past. 2.91 Understands why some people in the past did things.	Au & Spr

		2.96 Asks and answers questions such as: 'what was it like for ...?', 'what happened in the past?', 'how long ago did happen?'	
		2.95 Estimate the ages of people by studying and describing their features.	
History	Organisation and Communication	2.92 Describes objectives, people and events. 2.93 Draw labelled diagrams and writes about them to tell others about people, events and objects from the past 2.94 Writes simple stories and recounts about the past.	Au & Spr
History	GDS	2.1 Use of timelines and be able to place key events in chronological order.	
History	Chronology	3.1 Uses timelines to place events in order. 3.2 Understands timeline can be divided into BC and AD. 3.3 Uses words and phrases: century, decade.	Spr & Sum
History	Range and Depth of Historical Knowledge	3.4 Uses evidence to describe past: houses and settlement, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs. 3.5 Uses evidence to find out how any of these (above) may have changed during a period. Show changes on a timeline. 3.6 Describe similarities and differences between people, events and objects.	Spr & Sum
History	Interpretations of Historical Enquiry	3.7 Look at 2 versions of the same event and identify differences in the accounts. 3.9 Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. 3.92 Suggest sources of evidence to use to help answer questions 3.93 Asks questions such as 'how did people ...?' 'What did people do for ...?'	Spr & Sum
History	Organisation and Communication	3.8 Use dates and terms with increasing accuracy. 3.9 Discuss different ways of presenting information for different purposes. 3.91 Presents findings about past using speaking, writing, ICT and drawing skills.	Spr & Sum
History	GDS	3.1 use dates related to the passing of time 3.2 Study change through the lives of significant individuals (Boudicca and current leaders/Julius Caesar and Politicians/Compare stone age leaders)– To make comparisons 3.3 identify and give reasons for different ways in which the past is represented	

History	Chronology	4.2 Use words and phrases: century, decade, BC, AD, after, before, during. 4.3 Divides recent history into present, using 21st century and the past using 19th and 20th centuries. 4.4 Names and places dates of significant events from past on a timeline.	Spr & Sum
History	Range and Depth of Historical Knowledge	4.5 Shows knowledge and understanding by describing features of past societies and periods. Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. 4.8 Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life and beliefs and attitudes may have occurred during a time period. 4.91 Describes how some of the past events/people affect life today.	Spr & Sum
History	Interpretations of Historical Enquiry	4.6 Understands the difference between primary and secondary sources of evidence. 4.9 Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. 4.92 gives reasons why there may be different accounts of history. 4.94 Asks questions such as 'what was it like for a ... during ...?' 4.95 Suggest resources of evidence from a selection provided to use to help answer questions.	Spr & Sum
History	Organisation and Communication	4.7 Uses dates and terms correctly. 4.93 Present findings about past using speaking, writing, maths (data handling), ICT, dramas and drawing skills. 4.96 Discuss most appropriate way to present information, realising that it is for an audience. 4.97 Use subject specific words such as monarch, settlement, invader.	Spr & Sum
History	GDS	4.1 look for links and effects in time studied 4.2 offer a reasonable explanation for some events 4.3 begin to evaluate the usefulness of different sources	
History	Chronology	5.1 Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. 5.2 Sequence historical periods. 5.3 Use timelines to place, and sequence local, national, international events. 5.5 Identifies changes within and across historical periods.	Aut & Sum
History	Range and Depth of	5.7 Identifies some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.	Aut & Sum

	Historical Knowledge	5.8 Gives some causes and consequences of the main events, situations and changes in the periods studied.	
History	Interpretations of Historical Enquiry	5.6 Looks at different versions of the same event and identifies differences in the accounts. 5.9 Gives clear reasons why there may be different accounts of history. 5.92 Knows that people (now and in the past) can represent events or ideas in ways that persuade others. 5.93 Use documents printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visit to collect information about the past. 5.94 confident use of library, e-learning, research 5.95 Realises that there is often not a single answer to historical questions. 5.98 Asks a range of questions about the past. 5.99 Chooses reliable sources of evidence to answer questions.	Aut & Sum
History	Organisation and Communication	5.91 Uses dates and terms accurately 5.91 5.96 Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and writing skills. 5.96 5.97 Chooses most appropriate way to present information to an audience. 5.97	Spr & Sum
History	GDS	1. examine causes and results of great events and the impact on people 2. begin to identify primary and secondary sources 3. use evidence to build up a picture of life in time studied	Aut & Sum
History	Chronology	6.1 place current study on timeline in relation to other studies 6.2 use relevant dates and terms 6.3 sequence up to ten events on a timeline	Spr & Sum
History	Range and Depth of Historical Knowledge	6.4 Choose reliable sources of factual evidence to describe: houses and settlements: culture and leisure activities: way of life and actions of people: buildings and their uses: attitudes: things of importance to people: differences between lives of rich and poor.	Spr & Sum
History	Interpretations of Historical Enquiry	6.5 Understands that the past has been represented in different ways. 6.6 Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Posters	Spr & Sum

		6.7 Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history. 6.8 Identifies and uses different sources of information and artefacts. 6.9 Evaluates the usefulness and accurateness of different sources of evidence. 6.91 Selects the most appropriate source of evidence. 6.92 Forms own opinions about historical events from a range of sources.	
History	Organisation and Communication	6.93 Presents information in an organised and clearly structured way. 6.94 Makes use of different ways of presenting information. 6.95 Presents information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). 6.96 Makes accurate use of specific dates and times.	Spr & Sum
History	GDS	6.1 link sources and work out how conclusions were arrived at 6.2 consider ways of checking the accuracy of interpretations – fact or fiction and opinion plan and carry out individual investigations	