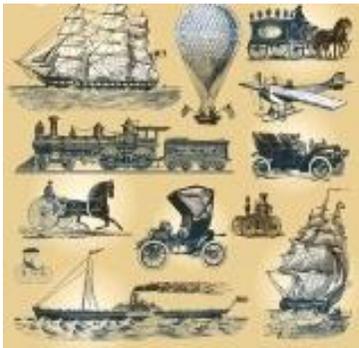


History Overview

| | Autumn | Spring | Summer |
|-----------|---|---|--|
| Nursery | <ul style="list-style-type: none"> Remember and talk about significant events in their own experience. | | |
| Reception | <ul style="list-style-type: none"> Talk about past and present events in their own lives and in the lives of family members. Know some reasons why people's lives were different in the past. | | |
| Year 1 | <p><u>Learn about changes within living memory</u></p> <ul style="list-style-type: none"> Children to look at their own histories and how they have changed from when they were babies Use different sources of information such as photographs and people who know them Use words and phrases to describe the passing of time – when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Order events in their own lives and the lives of their parents/carers Sort events in their own lives – then and now  <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements (Black History Month)</p> <ul style="list-style-type: none"> Recall some facts about people and events Say why people may have acted the way they did Describe the achievements of significant people Look at books, videos, photographs, pictures and artefacts to find out about the past <p>UNICEF Articles: 8, 12, 13, 14, 15, 22, 30, 31, 42</p> <p>British Values: Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs</p> | <p><u>Learn about events beyond living memory that are significant nationally or globally</u></p> <ul style="list-style-type: none"> Make observations and sort transportation in the past and present Identify how transport was different in the past and how it has affected people Talk about how certain individuals have created history through their art, science, or inventions Ask and answer questions about old and new methods of transport Look at books, videos, photographs and artefacts to find out about transport from the past  <p>UNICEF Articles: 22, British Values: Individual Liberty</p> | <p><u>Learn about the lives of significant individuals in the past who have contributed to national and international achievements</u></p> <ul style="list-style-type: none"> Recall some facts about people and events Say why people may have acted the way they did Describe the achievements of significant people – Nelson Mandela, Mother Teresa, Neil Armstrong and child heroes <p><u>Learn about the lives of significant individuals from the past who have contributed to national and international achievements</u> <u>Christopher Columbus</u></p> <ul style="list-style-type: none"> Learn about who he was, what he did and his achievements Recall some facts about Christopher Columbus Look at books, videos, photographs, pictures and to find out about the past Tell stories about his life.  <p>UNICEF Articles: 14, 30 British Values: Tolerance of Different Faiths and Beliefs</p> |

Year 2

Learn about significant historical events, people and places in their own locality
Learn about events beyond living memory that are significant nationally or globally

- Recount the main events from a significant event in history - The Great Fire of London and The Plague
- Describe London in the 1600s and compare it to modern London
- Ask questions about the past
- Use sources such as books, videos, photographs, pictures and artefacts to answer questions
- Explain how these events changed London
- Order events on a timeline
- Find out about and then retell/ write about an event in history in chronological order including characters e.g. Samuel Pepys



Learn about the lives of significant individuals in the past who have contributed to national and international achievements

Florence Nightingale & Mary Seacole

- Know about their time and place in history
- Use different sources of information to learn about what they did, their achievements and legacy
- Look at evidence to explain reasons why people in the past may have acted in the way they did

UNICEF Articles: 8, 14, 24, 38

British Values: Mutual Respect, Tolerance of Different Faiths and Beliefs,

Learn about events beyond living memory that are significant nationally or globally

- Find out about the life and work of Mary Anning
- Explain how we know about the past



Learn about events beyond living memory that are significant nationally or globally

- Find similarities and differences between ourselves and people from the past
- Compare what it was like to visit the seaside in the past to what it is like now. Explain the changes and discuss preferences
- Sort artefacts into *then* and *now*
- Order familiar events on a timeline
- To use more than one way to explain the past e.g. orally, with pictures, writing, using ICT, drama, class display, annotate photographs
- Understand and use the words past and present when telling others about an event



UNICEF Articles: 15, 31

British Values: Individual Liberty

Learn about the changes in Britain from the Stone Age to the Iron Age

- Find out about everyday lives of people
- Late Neolithic hunter-gatherers and early farmers
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- Make inferences from objects about the way of life of Bronze and Iron Age
- Make inferences and deductions from objects and pictures
- Make deductions about life in the past from pictures of the landscape



UNICEF Articles: 6, 14, 30, 27

British Values: Tolerance of Different Faiths and Beliefs, Mutual Respect

Learn about the achievements of the earliest civilizations:

- Use timelines to find periods of history
- Quote dates when talking about/ writing about an event
- Make inferences from objects about the way of life in Ancient Egypt
- Learn that what we know about the past is dependent on what has survived
- Find out about everyday lives of people
- Food Farming & Technology
- **Art** – Tomb paintings and sculpting
- **Buildings** - The importance of the pyramids
- **Writing** - Hieroglyphs
- **Beliefs** – the afterlife and mummification, mythology and Gods
- Explain the significance of what an important figure in history did and why (Howard Carter and Tutankhamun)



UNICEF Articles: 14, 30, 32,

British Values: Democracy, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

Learn about the Roman Empire and its impact on Britain

- Use timelines to find periods of history (e.g. Jurassic, Egyptian, Iron Age, Roman)
- Use evidence to build up a picture of a past event
- Explain how important people caused changes in history (e.g. Julius Caesar, Claudius, Boudicca)
- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudicca
- 'Romanisation' of Britain: the impact of technology, culture and beliefs, including early Christianity



UNICEF Articles: 8, 14, 38

British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- To make inferences from objects about the way of life of the Viking Period
- Explain how important people caused changes in history e.g. King Alfred
- How Britain was affected by Viking conquest
- Find out how society was shaped by movement and settlements- changes in society withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Anglo-Saxon art and culture
- Christian conversion – Canterbury
- Iona and Lindisfarne
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066



UNICEF Articles: 8, 14, 30, 38

British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

A study of a non-European society that provides contrast with British history

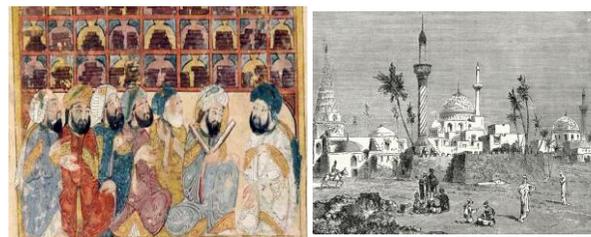
- Learn about a significant turning point in British history – the first railways
- The story of the steam engine
- Find out about how the UK became the centre of the train building industry, sending engines all over the world
- Demonstrate understanding of a historical change, with reasons and the people involved.
- Find out about how the Victorians developed the railway network.
- Explain how the development of the railways changed life in Britain.



UNICEF Articles: 22, 31,
British Values: Individual Liberty

A study of a non-European society that provides contrast with British history

- Find out about the significance and importance of Baghdad in helping to build and shape the early civilisation
- Examine how and why Baghdad developed into such a major world power
- Learn about the House of Wisdom and some of the influential people who worked and studied there
- Explain some of the significant discoveries and studies which were led by early Islamic scholars; evaluate the impact they made to the wider world
- Know about the Silk Road trade route and the items offered for trade
- Describe the methods used by early Islamic chemists when making perfume.
- Identify and talk about different forms of Islamic art and create geometric patterns, based on traditional techniques.
- Describe who Muhammad is, how the first caliphate came to be formed and explain the roles and responsibilities of a caliph



UNICEF Articles: 8, 14, 30, 38
British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

A study of Greek life and achievements and their influence on the western world

- Make comparisons between periods in history.
- List historical facts about the Greeks
- Find out about the lifestyles of people in Ancient Greece
- Demonstrate understanding of a historical change, with reasons, and the people involved
- Explain how information can be interpreted in different ways using sources
- Examine art work in artefacts and see what can be learnt about Greek soldiers, weapons and ships
- Important places – Marathon and Athens
- Battle of Marathon from the perspective of either an Athenian or a Spartan
- Policies from Sparta and Athens
- Greek theatre and their stories of tragedy and comedy
- The History and origins of the Olympic Games
- The Battle of Salamis from the point of view of a Persian or Greek



UNICEF Articles: 8, 14, 30, 38
British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

Year 6

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066

- Impact of WW2 on Britain.
- Compare interpretations of history- fact, fiction or opinion?
- Order chronological events, referring to dates
- Recognise primary and secondary sources
- Find out about beliefs, characteristics and behaviour of people from past societies, recognising that not all views may be shared
- Select information from a range of sources to create a fluent account of an event
- Be aware that different evidence will lead to different conclusions
- The countries involved, how we got involved
- Remembrance Sunday
- Rationing
- The Blitz
- The importance of Winston Churchill



UNICEF Articles: 8, 9, 14, 15, 22, 30, 38

British Values: Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066

- List historical facts about British history (since 1930s)

A local study

Look at how the local area has changed

- education
- population movement
- houses and housing
- religious practices
- treatment of the poor and care of the sick
- law and order
- sport and leisure
- Discuss how Colindale became more populated and what did we do to support the growing population
- Discuss primary and secondary sources.
- Look at old school records



- The introduction of the National Health Service
- Immigration and emigration
- Fairer working and living conditions for all

UNICEF Articles: 14, 15, 24, 27, 28, 29
British Values: Rule of Law, Individual Liberty, Mutual Respect, Tolerance of Different Faiths and Beliefs

Progression of Skills in History Year 1

Learn about changes within living memory (Marvellous Me)

Learn about the lives of significant individuals in the past who have contributed to national and international achievements (Black History, Heroes & Heroines, Under the Sea,)

Learn about events beyond living memory that are significant nationally or globally (Transport)

| Chronological Understanding | Historical Understanding | Interpretations of History | Historical Enquiry | Organisation and Communication |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • Use terms to show passing of time e.g. before, after, a long time ago, past • Make observations about the past and the present | <ul style="list-style-type: none"> • Identify how things were different in the past and what has changed • Identify how changes have affected people. • Discuss why they think some things have changed and others have remained the same or similar | <ul style="list-style-type: none"> • Identify that artefacts and photographs and buildings tell us about the past • Compare adults talking about the past – how reliable are their memories? | <ul style="list-style-type: none"> • Investigate artefacts to ask and answer questions • Make simple observations using artefacts • Compare different artefacts. Discuss their similarities and differences | <ul style="list-style-type: none"> • Use one way to show knowledge and understanding about an event in the past e.g. oral recount, pictures, writing, ICT, drama |

Progression of Skills in History Year 2

Learn about significant historical events, people and places in their own locality (London)

Learn about events beyond living memory that are significant nationally or globally (London, Natural World, Sea Sides)

Learn about the lives of significant individuals in the past who have contributed to national and international achievements (Famous People)

| Chronological Understanding | Historical Understanding | Interpretations of History | Historical Enquiry | Organisation and Communication |
|---|---|--|--|---|
| <ul style="list-style-type: none"> • Order familiar events on a timeline • Describe memories of key events in their lives • Find similarities and differences between ourselves and people from the past | <ul style="list-style-type: none"> • Explain how events occurred before they were born • Find out about and then retell / write about an event in history in chronological order, including characters • To answer questions about people in History (why questions) | <ul style="list-style-type: none"> • Able to identify different ways to represent the past • Compare pictures or photographs of people or events in the past | <ul style="list-style-type: none"> • Sort artefacts into then and now • Use a source - why, what, who, how, where questions and find answers | <ul style="list-style-type: none"> • To use more than one way to explain an event in the past e.g. orally, picture, writing, using ICT, drama, class display, annotate photographs |

Progression of Skills in History Year 3

Learn about the changes in Britain from the Stone Age to the Iron Age (The Stone Age, Bronze Age and Iron Age)

Learn about the achievements of the earliest civilizations (The Ancient Egyptians)

| Chronological Understanding | Historical Understanding | Interpretations of History | Historical Enquiry | Organisation and Communication |
|---|--|---|---|---|
| <ul style="list-style-type: none"> • Use timelines to find periods of history (e.g. Egyptians) • Quote dates when talking about / writing about an event studied • Learn significant dates | <ul style="list-style-type: none"> • Find out about everyday lives of people in time studied • To make inferences from objects about the way of life of Ancient Egypt • Explain the significance of what an important figure in history did and why (Howard Carter and Tutankhamun) | <ul style="list-style-type: none"> • Distinguish between different sources • Identify and give reasons for different ways in which the past can be represented • Look at representation-museums • Understand that what we know about the past is dependent on what has survived | <ul style="list-style-type: none"> • Ask and answer questions about the past using a range of sources e.g. artefacts, books and e-learning • Select and record information, relevant to study • To make deductions about life in the past from pictures of the landscape | <ul style="list-style-type: none"> • Communicate knowledge and understanding about past events using a range - orally, drama, written, art, discussions, annotations • Work in groups to sort different sources and present findings. |

Progression of Skills in History Year 4

Learn about the Roman Empire and its impact on Britain (The Romans)

Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (The Vikings and Saxons)

| Chronological Understanding | Historical Understanding | Interpretations of History | Historical Enquiry | Organisation and Communication |
|---|---|--|---|---|
| <ul style="list-style-type: none"> • Use timelines to find periods of history (e.g. Jurassic, Egyptian, Iron Age, Roman) • Retell an event with a sequence of dates e.g. when the Romans invaded • Learn significant dates- For the Roman and Viking period) | <ul style="list-style-type: none"> • Give reasons for changes and developments in history • Explain how important people caused changes in history (e.g. Julius Caesar, Claudius, Boudicca) | <ul style="list-style-type: none"> • Distinguish primary and secondary sources of evidence and evaluate their reliability • Evaluate usefulness of different sources | <ul style="list-style-type: none"> • Use evidence to build up a picture of a past event • Ask and answer a variety of questions using resource books and e-learning | <ul style="list-style-type: none"> • Select information and organise it to answer questions • Present information about historical events using a variety of ways - orally, drama, written, discussions, class displays • Work independently and in groups |

Progression of Skills in History Year 5

A study of a non-European society that provides contrast with British history (Travel Through Time)

A study of a non-European society that provides contrast with British history (Early Islamic Civilisations)

A study of Greek life and achievements and their influence on the western world (Ancient Greece)

| Chronological Understanding | Historical Understanding | Interpretations of History | Historical Enquiry | Organisation and Communication |
|---|---|---|---|---|
| <ul style="list-style-type: none"> • Refer to dates when describing an historical event • Order events referring to dates • Make comparisons between periods in history. | <ul style="list-style-type: none"> • List historical facts • Write about the lifestyles of people in past societies. • Demonstrate understanding of a historical change, with reasons and the people involved. | <ul style="list-style-type: none"> • Offer some reasons for different versions of events • Compare accounts of events from different sources- fact or fiction? • Explain how information can be interpreted in different ways using sources. | <ul style="list-style-type: none"> • Select information from a range of sources • Select relevant information to ask and answer questions • Confidently research using resource books and e-learning • Use evidence to build up a picture of life in the time studied | <ul style="list-style-type: none"> • Record and communicate knowledge in different forms, independently and collaboratively • Use appropriate terms, match dates to people and events • Present work in chronological order. |

Progression of Skills in History Year 6

A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 (Britain's Journey and Journey of Life)

| Chronological Understanding | Historical Understanding | Interpretations of History | Historical Enquiry | Organisation and Communication |
|--|---|---|--|---|
| <ul style="list-style-type: none"> • Sequence historical events on a timeline • Refer to dates and terms when describing events • Talk about different periods of history | <ul style="list-style-type: none"> • List historical facts about British history (since 1930s) • Find out about beliefs, characteristics and behaviour of people from past societies, recognising that not all views may be shared. • Demonstrate understanding of historical changes, explaining events, referring to people and reasons for change • Order a chronological event, referring to dates • Encourage emotive engagement with controversial issues. | <ul style="list-style-type: none"> • Be aware that different evidence will lead to different conclusions • Compare interpretations of history- consider ways of checking for accuracy of interpretations- fact, fiction or opinion? | <ul style="list-style-type: none"> • Recognise primary and secondary sources • Select information from a range of sources to create a fluent account of an event | <ul style="list-style-type: none"> • Plan and carry out an individual investigation • Communicate knowledge and understanding in a variety of ways, including extended writing • Refer to historical events, changes, people, dates and in chronological order |