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| **College Town Primary School - History Yearly Overview** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 1** | **Holidays Then and Now**  Show awareness of changes within living memory and what these reveal about changes in national life.  Identify similarities and differences between ways of life in different periods.  Find answers to some simple questions about the past from simple sources of information  Talk, draw or write about aspects of the past  Sort artefacts from ‘then’ and ‘now’  Place known events and objects in chronological order |  | **Great Fire of London**  Understand key features of events beyond living memory.  Find answers to some simple questions about the past from simple sources of information  Ask and answer relevant basic questions about the past  Talk, draw or write about aspects of the past  Identify some similarities and differences between ways of life in different periods  Sort artefacts from ‘then’ and ‘now’  Place known events and objects in chronological order |  | **Local History Study -**  **Wellington College**  Show awareness of significant historical events, people and places in our own locality.  Place known events and objects in chronological order  Sequence events and recount changes within living memory  Use common words and phrases relating to describe the passing of time  Relate his/her own account of an event and understand that others may give a different version |  |
| **Year 2** | **History of flight**  Describe events beyond living memory that are significant n nationally or globally e.g. The first airplane flight  Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods  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  Describe changes within living memory and aspects of change in national life |  | **Local History Study -**  **Windsor**  Describe significant historical events, people and places in his/her own locality  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.  Show an awareness of the past, using common words and phrases relating to the passing of time  Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  Use a wide vocabulary of everyday historical terms  Record what he/she has learned by drawing and writing | . | **Explorers**  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  Describe changes within living memory and aspects of change in national life  Show an awareness of the past, using common words and phrases relating to the passing of time  Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented  Use a wide vocabulary of everyday historical terms  Speak about how he/she has found out about the past  Record what he/she has learned by drawing and writing |  |
| **Year 3** |  | **The Ancient Greeks**  Study life in Ancient Greece and their achievements.  Discuss the influence of Ancient Greece on the modern world.  Place some historical periods in a chronological framework.  Use a variety of resources to find out about aspects of life in the past.  Use an increasing range of common words and phrases relating to the passing of time. | **The Bronze, Stone and Iron Age**  Understand changes in Britain from the Stone Age to the Iron Age.  Use an increasing range of common words and phrases relating to the passing of time.  Place some historical periods in a chronological framework.  Use a variety of resources to find out about aspects of life in the past. |  | **The Ancient Egyptians**  Describe the achievements of Ancient Egypt.  Use an increasing range of common words and phrases relating to the passing of time.  Place some historical periods in a chronological and geographical framework.  Use a variety of resources to find out about aspects of life in the past. |  |
| **Year 4** |  | **The Ancient Romans**  Describe the Roman Empire and its impact on Britain.  Place some historical periods in a chronological framework.  Use historic terms related to the period of study.  Use sources of information in ways that go beyond simple observations to answer questions about the past.  Use a variety of resources to find out about aspects of life in the past.  Understand that sources can contradict each other.  Communicate his/her learning in an organised and structured way, using appropriate terminology. | **Anglo Saxons and Scots**  **The Vikings**  Describe Britain's settlement by Anglo-Saxons and Scots.  Describe the Anglo-Saxon and Viking struggle for the Kingdom of England.  Place some historical periods in a chronological framework.  Use historic terms related to the period of study.  Use sources of information in ways that go beyond simple observations to answer questions about the past.  Use a variety of resources to find out about aspects of life in the past.  Understand that sources can contradict each other.  Communicate his/her learning in an organised and structured way, using appropriate terminology. |  | **Local History Study -**  **The Tudors**  Study a site dating from beyond 1066 that is significant in the locality.  Place some historical periods in a chronological framework.  Use historic terms related to the period of study.  Use sources of information in ways that go beyond simple observations to answer questions about the past.  Use a variety of resources to find out about aspects of life in the past.  Understand that sources can contradict each other.  Communicate his/her learning in an organised and structured way, using appropriate terminology. |  |
| **Year 5** | **The Stuarts**  Study an aspect of British history which extends knowledge beyond 1066.  Use dates to order and place events on a timeline.  Compare sources of information available for the study of different times in the past.  Make comparisons between aspects of periods of history and the present day.  Understand that the type of information available depends on the period of time studied.  Evaluate the usefulness of a variety of sources.  Present findings and communicate knowledge and understanding in different ways.  Provide an account of a historical event based on more than one source.  Give some reasons for some important historical events. |  | **Crime and Punishment**  Compare changes in social history that extend chronological knowledge beyond 1066.  Use dates to order and place events on a timeline.  Compare sources of information available for the study of different times in the past.  Make comparisons between aspects of periods of history and the present day.  Understand that the type of information available depends on the period of time studied.  Evaluate the usefulness of a variety of sources.  Present findings and communicate knowledge and understanding in different ways.  Provide an account of a historical event based on more than one source.  Give some reasons for some important historical events. |  | **The Maya**  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.  Use dates to order and place events on a timeline.  Compare sources of information available for the study of different times in the past.  Make comparisons between aspects of periods of history and the present day.  Understand that the type of information available depends on the period of time studied.  Evaluate the usefulness of a variety of sources.  Present findings and communicate knowledge and understanding in different ways.  Provide an account of a historical event based on more than one source.  Give some reasons for some important historical events. |  |
| **Year 6** | **Life during WW2**  Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources.  Make confident use of a variety of sources for independent research. |  |  | **How life has changed since the 1940’s**  Describe a local history study.  Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.  Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.  Note connections, contrasts and trends over time and show developing appropriate use of historical terms. |  |  |