History Overview

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| Concept | Pre-School | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| To investigate and interpret the past | I can look back at photos (memories) and retell the past | I can discuss the recent past (experiences they should remember)I can use artefacts, pictures, stories to ask questions about the past | I can ask questions about the pastI can use artefacts, pictures, stories, online sources and databases to find out about the pastI can identify some of the different ways the past has been represented | I can ask questions about the pastI can use artefacts, pictures, stories, online sources and databases to find out about the pastI can identify some of the different ways the past has been represented | I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiriesI can describe different accounts of a historic event and explain why the accounts might differI can suggest causes and consequences of some of the main events in history | I can use evidence to ask questions and find answers to those questions about the pastI can suggest suitable sources of evidence for historical enquiriesI can describe different accounts of a historic event and explain why the accounts might differI can suggest causes and consequences of some of the main events in history | I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the past | I can use evidence to deduce information about the pastI can suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn’t biasedI can understand propaganda and how we must always look at the social context of the evidence we are looking atI understand no single source of evidence will give the full answer to questions about the past |
| To build an overview of world history | I can look back at photos (memories) and retell the past | I can explore what lived on the Earth before us | I can describe historical events and significant people involved in those events | I can describe historical events and significant people involved in those events | I can describe changes that have happened in Britain from ancient timesI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men women and children | I can describe changes that have happened in Britain from ancient timesI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men women and children | I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past (Ideas, beliefs, attitudes and experiences of men, women and children) | I can compare the times I am studying to those I studied in previous yearsI can describe the social, ethnic, cultural or religious diversity of past societyI can describe the characteristic features of the past (Ideas, beliefs, attitudes and experiences of men, women and children) |
| To understand chronology | I can look back at photos (memories) and retell the past | I can order artefacts and images | I can recount changes that have happened in my lifetimeI can place events on a time line and use dates where appropriate | I can place events on a time line and use dates where appropriate | I can place events, artefacts and historical figures on a timeline using datesI can understand the concept of change over time | I can place events, artefacts and historical figures on a timeline using datesI can understand the concept of change over time | I can describe the main changes in a period of historyI can identify periods of rapid change in history | I can describe the main changes in a period of historyI can identify periods of rapid change in history |
| To communicate historically | I can begin to understand the past tense  | I can use the past tenseI can comment on images of familiar situations in past tense using phrases such as long ago or in the past | I can use phrases like a long time ago, recently and when my parents were children | I can use phrases like a long time ago, recently and when my parents were childrenI can understand the concept of a nation and their historyI can understand concepts like civilisation, monarchy, parliament, democracy, war and peace | I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyI can use English, Maths and ICT skills to communicate information about the past | I can use appropriate historical vocabulary including dates, time periods, era, change and chronologyI can use English, Maths and ICT skills to communicate information about the past | I can use appropriate historical vocabulary including dates, time periods, era, change and chronology, continuity, decade, legacy, centuryI can use English, Maths and ICT skills to communicate information about the pastI can use original ways to present ideas | I can use appropriate historical vocabulary including dates, time periods, era, change and chronology, continuity, decade, legacy, centuryI can use English, Maths and ICT skills to communicate information about the pastI can use original ways to present ideas |

Armistice Day Activities/Plans (All link with objectives above)

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| Armistice Day/Activity | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Explore Flanders Fields(KS2 will need a copy of Michael Morpurgo Poppy Field to read also) | Children watch the short BBC Children’s Remembrance Day film and explore the music how feelings associated with itChildren create own poppies and understand why we wear them | Children look at and discuss first verse of Flanders FieldsFind out about Poppies and create their own collages of poppies | Explore the whole poem this year. Who is John McRae?Children fill an outline of him with things they have discovered about him. | Explore the poem again this year looking at senses and thoughts and feelings of being in battleUse their senses map and soldiers crossing the hill to create their own senses poem inspired by how soldiers would have felt | Explore the poem again this year looking at the significance of the poppy as a symbol and the different meanings of wearing a poppyChildren to produce a collective artwork based on the poppy as a motif and recognise the effect building the collective artwork has on their community | Explore the poem again before linking it to the events of Christmas day 1914Children to create a diary extract of the events of that day recognising the difficulty of fighting against people you know or that you know are similar to you. | Explore the poem again before looking at What the bullet sang. Compare the two poems, discuss the similar themes, and explore the different ways they have been explored. Children should create their own personification poem about war from the POV of another object/animal. |
| Explore the lives of different people during the war |  |  |  | Explore what life was like for children during the war Child Mill worker lesson plans lessons 1 and 2 | Explore what life was like for children during the war Child Mill worker lesson plans lessons 3 and 4 | Explore what life was like for children during the war Review Child Mill worker learning and write thank you letter | Explore what life was like for women during the war with lesson plans for females and thank you letter |