



7 Year Subject Overview for History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year Rec	<p>Historical Enquiry 1: How have I changed since I was a baby?</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Begin to make sense of their own life-story and family's history <ul style="list-style-type: none"> - Beginning to use historical based language - Developing a sense of historical enquiry • Begin to comment on images of familiar situations in the past <ul style="list-style-type: none"> - When Mum and Dad were little ... past, history, long ago - Comparison and contrast, similarity and differences, variety. - Historical narrative and sequence and a sense of chronology and duration • A sense of uniqueness and belonging to a community 		<p>Historical Enquiry 2: Celebrations</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past e.g. Christmas, Easter and Chinese New Year celebrations <ul style="list-style-type: none"> - Beginning to use historical based language. - Developing a sense of historical enquiry - Comparison and contrast, similarity and differences, variety - An introduction to handling artefacts and the use of evidence - Historical narrative and sequence and a sense of chronology and duration • A sense of uniqueness and belonging to a community 		<p>Historical Enquiry 3: Which celebrations have we enjoyed in our setting and Fairytales</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <ul style="list-style-type: none"> • Developing a sense of historical enquiry • Historical narrative and sequence and a sense of chronology and duration • Understand the past through settings, characters and events encountered in books read in class and storytelling. <ul style="list-style-type: none"> • Beginning to use historical based language • Comparison and contrast, similarity and differences, variety; • 		
Year 1		<p><u>My Family History</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past. • Know where the people and events they study fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. 		<p><u>The Greatest Explorers</u></p> <ul style="list-style-type: none"> • Know where the people they study fit within a chronological framework. • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Understand some of the ways in which we find out about the past. 		<p><u>Great Inventions – Transport</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Know where the people and events they study fit within a chronological framework. • Ask and answer questions, choosing and 	



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		<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Ask and answer questions, choosing parts of sources to show that they know and understand key features. • Understand some of the ways in which we find out about the past. • Identify different ways in which it is represented. 		<ul style="list-style-type: none"> • Identify different ways in which it is represented. • Ask and answer questions, choosing and using sources to show that they know and understand the key features of events. • Use parts of sources to show that they know and understand key features of events. • Use common words and phrases relating to the passing of time. 		<p>using parts of stories and other sources to show that they know and understand key features.</p> <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. • Understand some of the ways in which we find out about the past. • Identify similarities and differences between ways of life in different periods.
<p>Year 2</p>		<p><u>History: Bonfire Night and the Great Fire of London</u></p> <ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time. • Choose and use parts of stories and other sources that they know and understand key features of events. • Understand some of the ways in which we find out about the past. • Identify different ways in which it is represented. • Use a wide vocabulary of everyday historical terms. • Know where events they study fit within a chronological framework. 		<p><u>History: Our Local Heroes</u></p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Know where the people they study fit within a chronological framework. • Ask and answer questions. • Study significant historical people and places in their own locality. • Understand some of the ways in which we find out about the past and identify different ways in which it is represented. • Choose parts of sources to show that they know and understand key features of events. 		<p><u>History: Holidays</u></p> <ul style="list-style-type: none"> • Learn about changes within living memory. • Understand historical concepts such as continuity and change, similarity and difference. • Ask historically valid questions. • Identify similarities and differences between ways of life in different periods. • Ask and answer questions. • Understand some of the ways in which we find out about the past. • Identify different ways in which the past is represented.



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				<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. 		<ul style="list-style-type: none"> • Use a wide range of everyday historical terms. • Use parts of stories and other sources to show they know and understand key features of events. • Use sources to show they know and understand the past. • Suggest reasons why changes took place.
<p>Year 3</p>	<p><u>The Stone Age</u></p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Develop a chronologically secure knowledge and understanding of British history. • Develop the appropriate use of historical terms, and note connections and contrasts over time. • Construct informed responses that involve the selection of relevant historical information. • Regularly address historically valid questions about similarity and difference. • Understand how our knowledge of the past is constructed from a range of sources. 		<p><u>Bronze Age and Iron Age</u></p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time. • Develop a chronologically secure knowledge and understanding of British history. • Address historically valid questions about change, similarity and difference. • Develop the use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p><u>Romans</u></p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British history. • Address historically valid questions about change, cause and significance. • Construct informed responses that involve the thoughtful selection and organisation of historical information. • Understand how our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and devise historically valid questions 	



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	<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. 		<ul style="list-style-type: none"> Address historically valid questions about trends and significance. 		<p>about similarity and difference.</p>	
Year 4		<p><u>Anglo Saxons</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British and world history. Develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Note connections, contrasts and trends over time. Regularly address and devise historically valid questions about significance. 		<p><u>Vikings</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history. Understand how our knowledge of the past is constructed from a range of sources. Establish clear narratives within and across the periods. Develop the appropriate use of historical terms address historically valid questions about cause and significance. Construct informed responses that involve the thoughtful selection and organisation of relevant historical information. Note contrasts and connections over time. 		<p><u>Victorians</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British history. Understand how our knowledge of the past is constructed from a range of sources. Establish clear narratives within and across the periods. Develop the appropriate use of historical terms address historically valid questions about cause and significance. Construct informed responses that involve the thoughtful selection and organisation of relevant historical information. Note contrasts and connections over time.
Year 5	<p><u>Tudors</u></p> <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history. 		<p><u>Local Study: Styal Mill</u></p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time. Develop a chronologically secure knowledge and 		<p><u>Ancient Egyptians</u> How much did the Ancient Egyptians Achieve?</p> <ul style="list-style-type: none"> Study the achievements of the earliest civilisations. Develop a chronologically secure 	



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	<ul style="list-style-type: none"> • Address and devise historically valid questions about change, cause and Significance. • Understand how our knowledge of the past is constructed from a range of sources. • Note connections, contrasts and trends. • Construct informed responses that involve thoughtful selection and organisation of historical information. • Develop the use of appropriate historical terms 		<p>understanding of British and local history.</p> <ul style="list-style-type: none"> • Develop the appropriate use of historical terms. • Address and devise historical valid questions about change, cause, similarity, difference and significance. • Construct informed responses that involve selection of relevant information. <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources. 		<p>knowledge and understand of British, local and world history.</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Develop the use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources. • Address and devise historically valid questions about similarity, difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	
<p>Year 6</p>		<p><u>The Maya Civilisation</u></p> <ul style="list-style-type: none"> • Establish clear narratives within and across periods they study. • Regularly address historically valid questions about similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p><u>The Ancient Greeks</u></p> <ul style="list-style-type: none"> • Develop the use of historical terms. • Address and devise historically valid questions. • Understand how our knowledge of the past is constructed from a range of sources. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. 		<p><u>The Impact of the War</u></p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history. • Address and devise historically valid questions about change, cause and Significance. • Understand how our knowledge of the past is constructed from a range of sources.

“As unique individuals, we do our best at work and play for the love of God and others.”



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		<ul style="list-style-type: none">• Understand how our knowledge of the past is constructed from a range of sources.• Note connections, contrasts and trends over time.• Develop the appropriate use of historical terms.• Address and devise historically valid questions about change, cause and significance.		<ul style="list-style-type: none">• Continue to develop a chronologically secure knowledge and understanding of world history.• Consistently answer and ask historically valid questions about similarity and difference.		<ul style="list-style-type: none">• Note connections, contrasts and trends.• Construct informed responses that involve thoughtful selection and organisation of historical information.• Develop the use of appropriate historical terms.
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