

# History Curriculum Overview

2020-2021



Our Lady's Catholic Primary School

Year One

National Curriculum

Knowledge, skills and understanding breakdown

Autumn

Who was Neil Armstrong

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

- Can they recognise that a story that is read to them may have happened a long time ago?
  - Do they appreciate that some famous people have helped our lives be better today?
- Greater Depth:
- Can they find out more about a famous person from the past and carry out some research on him or her?

Remembrance

Events beyond living memory that are significant nationally or globally

- Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?
  - Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?
  - Can they spot old and new things in a picture?
  - Can they answer questions using a artefact/ photograph provided?
  - Can they give a plausible explanation about what an object was used for in the past?
- Greater Depth:
- Can they tell us about an important historical event that happened in the past?
  - Can they answer questions using a range of artefacts/ photographs provided?

Spring

Who was Grace Darling?

The lives of significant individuals in the past who have contributed to national and international

- Can they recognise that a story that is read to them may have happened a long time ago?
- Do they appreciate that some famous people have helped past, e.g. iron, music systems, and televisions?

Summer

Toys from the Past

Changes within living memory.

- Can they explain what they know about toys today?
- Can they explain how we can find out about the past by using different sources?
- Can they describe features of different toys?
- Can they recognise old and new toys?

		<ul style="list-style-type: none"><li>• Can they compare two toys from different time periods, identifying similarities and differences?</li><li>• Can they use words relating to the passing of time?</li><li>• Greater Depth</li><li>• Begin to question and debate the reliability of sources</li><li>• Can they compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this?</li></ul>
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Year Two

National Curriculum

Knowledge, skills and understanding breakdown

Autumn

Remembrance

Events beyond living memory that are significant nationally or globally

- Can they use words and phrases like: before I was born, when I was younger?
  - Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?
  - Can they use the words 'past' and 'present' accurately?
  - Can they explain why Britain has a special history by naming some famous events and some famous people?
  - Can they explain what is meant by a parliament?
  - Can they research about a famous event that happens in Britain and why it has been happening for some time?
- Greater Depth:
- Can they try to work out how long ago an event happened?

Spring

What Happened on Pudding Lane?

Events beyond living memory that are significant nationally or globally

- Can they sequence a set of events in chronological order and give reasons for their order?
- Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?
- Can they answer questions by using a specific source, such as an information book?
- Can they say at least two ways they can find out about the past, for example using books and the internet?
- Can they explain why eye-witness accounts may vary?

Summer

Who was the 'Lady with the lamp'?

The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods

- Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?
  - Can they research the life of a famous Briton from the past using different resources to help them?
- Greater Depth:
- Can they sequence events about the life of a famous person?
  - Can they sequence events about the life of a famous person?
  - Can they explain why someone in the past acted in the way they did?

Year Three

National Curriculum

Knowledge, skills and understanding breakdown

Autumn

Remembrance

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

- To understand the impact that war had on the population at home and how children were affected. To also understand how the population at home adapted to support the war effort.
- To understand the nature of work that a child would be required to do in a cotton mill.
- To learn about school life in WW1.
- To understand how important the roles of children were in WW1.
- To write a letter thanking Reginald Cooper for his contribution to the war effort.

- Can they suggest why certain events happened as they did in history?
  - Can they suggest why certain people acted as they did in history?
  - Can they research a specific event from the past?
  - Can they use their 'information finding' skills in writing to help them write about historical information?
- Greater Depth:
- Can they appreciate that war/s would inevitably have brought much distress and bloodshed?
  - Do they have an appreciation that wars start for specific reasons and can last for a very long time?
  - Can they begin to use more than one source of information to bring together a conclusion about an historical event?

Spring

What did the Romans do for us?

The Roman Empire and its impact on Britain

- Can they describe events and periods using the words: BC, AD, decade, ancient, century?
- Can they describe events from the past using dates when things happened?
- Can they use a timeline within a specific time in history to set out the order things may have happened?
- Can they use their mathematical knowledge to work out how long ago events would have happened?
- Can they recognise that Britain has been invaded by several different groups over time?
- Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?
- Can they use various sources of evidence to answer questions?
- Can they use various sources to piece together information about a period in history?

		<p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Can they set out on a timeline, within a given period, what special events took place?</li> <li>• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>• Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</li> </ul>
Summer		
Stone Age	Changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"> <li>• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>• Can they describe events and periods using the words: BC, AD and decade?</li> <li>• Can they describe events from the past using dates when things happened?</li> <li>• Can they describe events and periods using the words: ancient and century?</li> <li>• Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>• Can they use their mathematical knowledge to work out how long ago events would have happened?</li> <li>• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</li> <li>• Can they begin to picture what life would have been like for the early settlers?</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?</li> </ul>

Year Four

National Curriculum

Knowledge, skills and understanding breakdown

Autumn

Remembrance

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

- To understand the impact that war had on the population at home and how children were affected. To also understand how the population at home adapted to support the war effort.
- To understand the nature of work that a child would be required to do in a cotton mill.
- To learn about school life in WW1.
- To understand how important the roles of children were in WW1.
- To write a letter thanking Reginald Cooper for his contribution to the war effort.

- Can they explain how events from the past have helped shape our lives?
- Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?

Spring

Anglo Saxons

Britain's settlement by Anglo-Saxons and Scots

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne.

- Can they plot recent history on a timeline using centuries?
  - Can they place periods of history on a timeline showing periods of time?
  - Can they use their mathematical skills to round up time differences into centuries and decades?
  - Can they research two versions of an event and say how they differ?
- Greater Depth:
- Can they use their mathematical skills to help them work out the time differences between certain major events in history?
  - Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?

Summer

Vikings

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

- Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
- Can they recognise that people's way of life in the past was dictated by the work they did?
- Do they appreciate that the food people ate was different because of the availability of different sources of food?
- Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?
- Do they recognise that the lives of wealthy people were very different from those of poor people? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
- Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Greater Depth:

- Can they use their mathematical skills to help them work out the time differences between certain major events in history?
- Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

Year Five

National Curriculum

Knowledge, skills and understanding breakdown

Autumn

Remembrance

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

- Understanding the immediate impact of WWI on the world of work
- Understanding the role of women prior to WWI and how it changed as a consequence of war.

To research Florence Cordell and the role of female bus conductors in WW1.

- Can they use dates and historical language in their work?
- Can they explain the role that Britain has had in spreading Christian values across the world?
- Can they begin to appreciate that how we make decisions has been through a Parliament for some time?
- Do they appreciate that significant events in history have helped shape the country we have today?

Spring

Victorian Liverpool

A local history study:

- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

- Can they describe historical events from the different period/s they are studying/have studied?
- Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
- Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?

Summer

Who were the Egyptians?

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

- Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
  - Can they use their mathematical skills to work out exact time scales and differences as need be?
  - Can they test out a hypothesis in order to answer a question?
- Greater Depth:
- Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.?
  - Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?

Year Six

National Curriculum

Knowledge, skills and understanding breakdown

Autumn

Remembrance

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

- Understanding the immediate impact of WWI on the world of work:  
Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?
- Understanding the role of women prior to WWI and how it changed as a consequence of war.
- To research Florence Cordell and the role of female bus conductors in WW1.

- Can they say where a period of history fits on a timeline?
- Can they place a specific event on a timeline by decade?
- Can they place features of historical events and people from past societies and periods in a chronological framework?
- Can they summarise the main events from a specific period in history, explaining the order in which key events happened?
- Can they summarise how Britain has had a major influence on world history?
- Can they describe features of historical events and people from past societies and periods they have studied?
- Can they recognise and describe differences and similarities/changes and continuity between different periods of history?
- Can they identify and explain their understanding of propaganda?
- Can they describe a key event from Britain's past using a range of evidence from different sources?

Greater Depth:

- Can they suggest why there may be different interpretations of events?
- Can they suggest why certain events, people and changes might be seen as more significant than others?
- Can they pose and answer their own historical questions?

Spring

Mayan Civilization

A non-European society that provides contrasts with British History.

- Can they develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives? Discover facts about the Maya Civilisation.
- Can they address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Consider similarities and differences between ancient religions and different religions today. Look at the characteristics of Maya gods and design your own.

		<ul style="list-style-type: none"> <li>• Can they note connections, contrasts and trends over time and develop the appropriate use of historical terms. Find out what Maya people grew and ate.</li> <li>• Can they address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Interpret a range of sources of geographical information, including maps (geography). To locate the ancient Maya Cities.</li> <li>• Can they understand how our knowledge of the past is constructed from a range of sources? Find out what we know about the Maya from the drawings of Frederick Catherwood.</li> <li>• Can they construct informed responses that involve thoughtful selection and organisation of relevant historical information? Consider what we know about Chichen Itza and use the information to create a leaflet for tourists.</li> </ul>
Summer		
<p>What have the Greeks done for us?</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<ul style="list-style-type: none"> <li>• Can they say where a period of history fits on a timeline?</li> <li>• Can they place features of historical events and people from past societies and periods in a chronological framework?</li> <li>• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</li> <li>• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</li> <li>• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</li> </ul> <p>Greater Depth:</p> <ul style="list-style-type: none"> <li>• Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</li> <li>• Can they suggest relationships between causes in history?</li> </ul>