

	FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p><b><u>Main Themes- Marvellous me Our families</u></b></p> <p>*Talk about members of their immediate family and community.</p> <p>*Name and describe people who are familiar to them.</p> <p>*Compare and contrast characters from stories, including figures from the past.</p>	<p><b><u>What is History? - What changes have happened in my lifetime?</u></b></p> <p><u>NC ref changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</u></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>*Ask questions such as: What was it like for people? What happened? How long ago?</p> <p><b><u>Build and overview of World History</u></b></p> <p>*Describe historical events.</p> <p>*Recognise that there are reasons why people in the past acted as they did.</p> <p><b><u>Understand Chronology</u></b></p> <p>*Label timelines with words or phrases such as: past, present, older and newer.</p> <p>*Recount changes that have occurred in their own lives.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use words and phrases such as:</p> <ul style="list-style-type: none"> <li>• a long time ago</li> <li>• recently</li> <li>• when my parents/carers were children</li> <li>• years, decades and centuries to describe the passing of time.</li> </ul> <p><b><u>Guy Fawkes- Gunpowder Plot</u></b></p> <p><u>NC ref- Events Beyond Living Memory that are significant nationally or globally</u></p> <p>*Describe historical events.</p> <p>*Recognise that there are reasons why people in the past acted as they did.</p>	<p><b><u>*The Great Fire of London *Remembrance Day</u></b></p> <p><u>NC ref- Events Beyond Living Memory that are significant nationally or globally</u></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>*Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>*Identify some of the different ways the past has been represented.</p> <p>*Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Describe historical events.</p> <p>* Describe significant people from the past beyond their lifetime.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Place events and artefacts in order on a timeline.</p> <p>*Label timelines with words or phrases such as: past, present, older and newer.</p> <p>*Use dates where appropriate.</p> <p>*Recount changes that have occurred in their own lives and beyond..</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use words and phrases such as: a long time ago, recently, when my parents/carers/ grandparents were children, years, decades and centuries to describe the passing of time.</p> <p>*Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> <li>• nation and a nation's history, significance, society, influence</li> </ul>	<p><b><u>Why is the history of our local area important?</u></b></p> <p><u>NC ref- a local history study</u></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use evidence to ask questions and find answers to questions about the past.</p> <p>*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>*Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Describe changes that have happened in the locality of the school throughout history.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>*Use dates and terms to describe events.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• change • chronology.</li> </ul> <p>*Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p><b><u>Romans- What did they do for us? (Links to local history)</u></b></p> <p><u>NC ref- the Roman Empire and its impact on Britain</u></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use evidence to ask questions and find answers to questions about the past.</p> <p>*Suggest suitable sources of evidence for historical enquiries.</p> <p>*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>*Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>*Suggest causes and consequences of some of the main events and changes in history.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Describe changes that have happened in the locality of the school throughout history.</p> <p>*Give a broad overview of life in Britain: from ancient to medieval times.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Place events, artefacts and historical figures on a timeline using dates.</p> <p>*Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>*Use dates and terms to describe events.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p>	<p><b><u>It's all Greek to Us!- Ancient Greece</u></b></p> <p><u>NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><b><u>*Ancient Greece – a study of Greek life and achievements and their influence on the western world</u></b></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use sources of evidence to deduce information about the past.</p> <p>*Use sources of information to form testable hypotheses about the past.</p> <p>*Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>*Understand that no single source of evidence gives the full answer to questions about the past.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Compare some of the times studied with those of the other areas of interest around the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>*Use dates and terms accurately in describing events.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate,</p>	<p><b><u>Wars through the Ages</u></b></p> <p><u>NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use sources of evidence to deduce information about the past.</p> <p>*Select suitable sources of evidence, giving reasons for choices.</p> <p>*Use sources of information to form testable hypotheses about the past.</p> <p>*Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>*Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>*Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>*Refine lines of enquiry as appropriate.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Compare some of the times studied with those of the other areas of interest around the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>*Use dates and terms accurately in describing events.</p>



# Bidston Village CE Primary: History Curriculum Overview 2022-2023



					<ul style="list-style-type: none"> <li>• dates• time period• era• change</li> <li>• chronology.</li> <li>*Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	including: <ul style="list-style-type: none"> <li>• dates• time period• era</li> <li>• chronology• continuity</li> <li>• change• century• decade• legacy.</li> <li>*Use original ways to present information and ideas.</li> </ul>	<u>Communicate Historically</u> *Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates• time period• era</li> <li>• chronology• continuity</li> <li>• change• century• decade</li> <li>• legacy.</li> <li>*Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>*Use original ways to present information and ideas.</li> </ul>
Spring	<u>Main Themes</u> <u>* Our World</u> <u>*Cities- London and Liverpool- The Naughty bus</u> <u>*Transport</u>  *Comment on images of familiar situations in the past- transport  ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	<u>Neil Armstrong</u> <u>NC ref- the lives of significant individuals in the past who have contributed to national and international achievements</u> <u>Investigate and Interpret the Past</u> *Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Build and overview of World History</u> *Describe historical events. *Describe significant people from the past <u>Understand Chronology</u> * Place events and artefacts in order on a timeline. <u>Communicate Historically</u> *Use words and phrases such as: <ul style="list-style-type: none"> <li>• a long time ago</li> <li>• recently</li> <li>• when my parents/carers were children</li> <li>• years, decades and centuries to describe the passing of time.</li> </ul>	<u>Spreading the Word! How Technology and Communication have changed over time.</u> <u>NC ref- 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</u> <u>Investigate and Interpret the Past</u> *Observe or handle evidence to ask questions and find answers to questions about the past. *Ask questions such as: What was it like for people? What happened? How long ago? *Identify some of the different ways the past has been represented. *Use artefacts, pictures, stories, online sources and databases to find out about the past. <u>Build and Overview of World History</u> *Describe historical events. * Describe significant people from the past beyond their lifetime. *Recognise that there are reasons why people in the past acted as they did. <u>Understand Chronology.</u> *Use dates where appropriate. * Place events and artefacts in order on a timeline. <u>Communicate Historically</u> *Use words and phrases such as: achievement/ sustained/ discoveries/centuries/ influential:	<u>Stone Age/ Bronze Age/ Iron Age</u> <u>NC ref changes in Britain from the Stone Age to the Iron Age</u> <u>Investigate and Interpret the Past</u> *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Suggest causes and consequences of some of the main events and changes in history. <u>Build and Overview of World History</u> *Give a broad overview of life in Britain: from ancient to medieval times. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Understand Chronology.</u> *Place events, artefacts and historical figures on a timeline using dates. *Use dates and terms to describe events. <u>Communicate Historically</u> *Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates• time period• era</li> <li>• change• chronology.</li> </ul> *Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<u>Anglo-Saxons</u> <u>NC ref- Britain's settlement by Anglo-Saxons and Scots</u> <u>Investigate and Interpret the Past</u> *Use evidence to ask questions and find answers to questions about the past. *Suggest suitable sources of evidence for historical enquiries. *Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. *Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. *Suggest causes and consequences of some of the main events and changes in history. <u>Build and Overview of World History</u> *Give a broad overview of life in Britain: from ancient to medieval times. *Compare some of the times studied with those of other areas of interest around the world. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Understand Chronology.</u> *Understand the concept of change over time, representing this, along with evidence, on a timeline. *Use dates and terms to describe	<u>Ancient Benin</u> <u>NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> <u>*a non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.</u> <u>Investigate and Interpret the Past</u> *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Use sources of information to form testable hypotheses about the past. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Understand that no single source of evidence gives the full answer to questions about the past. *Refine lines of enquiry as appropriate. <u>Build and Overview of World History</u> *Compare some of the times studied with those of the other areas of interest around the world. *Describe the social, ethnic, cultural or religious diversity of past society. *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <u>Understand Chronology.</u> *Describe the main changes in a	<u>World War II focus- links to local area and Liverpool</u> <u>NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u> <u>Investigate and Interpret the Past</u> *Use sources of evidence to deduce information about the past. *Select suitable sources of evidence, giving reasons for choices. *Seek out and analyse a wide range of evidence in order to justify claims about the past. *Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. *Refine lines of enquiry as appropriate. <u>Build and Overview of World History</u> *Identify continuity and change in the history of the locality of the school. *Compare some of the times studied with those of the other areas of interest around the world. *Describe the characteristic features of the past. <u>Understand Chronology.</u> *Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). *Identify periods of rapid change in history and contrast them with times of relatively little change.

					<p>events.</p> <p><b>Communicate Historically</b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• change • chronology.</li> </ul> <p>*Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>*Use dates and terms accurately in describing events.</p> <p><b>Communicate Historically</b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• chronology • continuity</li> <li>• change • century • decade</li> <li>• legacy.</li> </ul> <p>*Use literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p>	<p>*Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>*Use dates and terms accurately in describing events.</p> <p><b>Communicate Historically</b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• chronology • continuity</li> <li>• change • century • decade</li> <li>• legacy.</li> </ul> <p>*Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p>
<p>Summer</p>	<p><b><u>Main Themes- Farming and Food</u></b></p> <p>Comment on images of familiar situations in the past- farming</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p><b><u>Grace Darling- History of lifeboats (Link to Local Lifeboats at New Brighton)</u></b></p> <p><b><u>NC ref- the lives of significant individuals in the past who have contributed to national and international achievements</u></b></p> <p><b><u>NC ref- the lives of significant individuals in the past who have contributed to national and international achievements</u></b></p> <p><b><u>Build an Overview of World History</u></b></p> <p>*Describe significant people from the past.</p> <p>*Recognise that there are reasons why people in the past acted as they did.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Place events and artefacts in order on a timeline.</p> <p>*Use dates where appropriate.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use words and phrases such as:</p> <ul style="list-style-type: none"> <li>• a long time ago, recently, years, decades and centuries to describe the passing of time.</li> </ul> <p>*Show an understanding of concepts such as: nation and a nation's history, monarchy, society, heroines</p>	<p><b><u>Lord Leverhulme- Sunlight Soap</u></b></p> <p><b><u>NC ref- significant historical events, people and places in their own locality.</u></b></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>*Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>*Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Describe historical events.</p> <p>* Describe significant people from the past beyond their lifetime.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Use dates where appropriate.</p> <p>* Place events and artefacts in order on a timeline.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use words and phrases such as: achievement/ development/ rights/workforce/ influential:</p>	<p><b><u>Ancient Civilisations- Ancient Egypt- Depth Study</u></b></p> <p><b><u>NC ref- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></b></p> <p><b><u>*the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</u></b></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use evidence to ask questions and find answers to questions about the past.</p> <p>*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>*Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>*Suggest causes and consequences of some of the main events and changes in history.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Compare some of the times studied with those of other areas of interest around the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past</p>	<p><b><u>The Vikings! (Links to local history)</u></b></p> <p><b><u>NC ref- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></b></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use evidence to ask questions and find answers to questions about the past.</p> <p>*Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>*Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>*Suggest causes and consequences of some of the main events and changes in history.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Describe changes that have happened in the locality of the school throughout history.</p> <p>*Compare some of the times studied with those of other areas of interest around the world.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and</p>	<p><b><u>The History and growth of Port Sunlight- Local/ Victorians</u></b></p> <p><b><u>NC ref- a local history study</u></b></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use sources of evidence to deduce information about the past.</p> <p>*Use sources of information to form testable hypotheses about the past.</p> <p>*Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>*Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>*Refine lines of enquiry as appropriate.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Identify continuity and change in the history of the locality of the school.</p> <p>*Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Describe the main changes in a period of history (using terms</p>	<p><b><u>The History of Liverpool and its river.</u></b></p> <p><b><u>NC ref- a local history study</u></b></p> <p><b><u>Investigate and Interpret the Past</u></b></p> <p>*Use sources of evidence to deduce information about the past.</p> <p>*Select suitable sources of evidence, giving reasons for choices.</p> <p>*Use sources of information to form testable hypotheses about the past.</p> <p>*Refine lines of enquiry as appropriate.</p> <p><b><u>Build and Overview of World History</u></b></p> <p>*Identify continuity and change in the history of the locality of the school.</p> <p>*Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>*Identify periods of rapid change in history and contrast them with</p>



## Bidston Village CE Primary: History Curriculum Overview 2022-2023



				<p>society.</p> <p>*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Place events, artefacts and historical figures on a timeline using dates.</p> <p>*Use dates and terms to describe events.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• change • chronology.</li> </ul> <p>*Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>experiences of men, women and children.</p> <p><b><u>Understand Chronology.</u></b></p> <p>*Place events, artefacts and historical figures on a timeline using dates.</p> <p>*Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>*Use dates and terms to describe events.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• change • chronology.</li> </ul> <p>*Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>	<p>such as: social, religious, political, technological and cultural).</p> <p>*Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>*Use dates and terms accurately in describing events.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• chronology • continuity</li> <li>• change • century • decade</li> <li>• legacy.</li> </ul> <p>*Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p>	<p>times of relatively little change.</p> <p>*Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p><b><u>Communicate Historically</u></b></p> <p>*Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> <li>• dates • time period • era</li> <li>• chronology • continuity</li> <li>• change • century • decade</li> <li>• legacy.</li> </ul> <p>*Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>*Use original ways to present information and ideas.</p>
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