Colgate Primary School History Learning overview

Bold- National Curriculum Requirements

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|  | EYFS | KS1 | | Lower KS2 | | Upper KS2 | |
| Thread |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological  Understanding | **Begin to talk about events using everyday language related to time.**  **Begin to order and sequence familiar events.**  **Describe main story settings, events and principal characters.** | **Sequence events in their life.**  **Begin to understand their lives as being part of a chronology – compare life now to life in the past, or when their parents and grandparents were young.** | **Sequence artefacts closer together in time - check with reference book.**  **Sequence photographs etc. from different periods of their life.**  **Describe memories of key events in lives.** | **Place the time studied on a time line.**  **Use dates and terms related to the study unit and passing of time.**  **Sequence several events or artefacts.** | **Place events from period studied on time line.**  **Use terms related to the period and begin to date events.** | **Know and sequence key events of time studied.**  **Use relevant terms and period labels.**  **Make comparisons between different times in the past.** | **Place current study on time line in relation to other studies.**  **Use relevant dates and terms.**  **Sequence up to 10 events on a time line.** |
| Cedar Class  Understand more complex terms eg BC/AD. |
| **Maple Class**  **Sequence 3 or 4 artefacts from distinctly different periods of time.**  **Match objects to people of different ages.** |
| Historical Enquiry | **Be curious about people and show interest in stories.**  **Answer ‘How’ and ‘Why’ questions in response to stories and events.**  **Explain their own knowledge and understanding and begin to ask appropriate questions.**  **Know that information can be retrieved from books and computers.**  **Begin to record using marks they can interpret and explain.**  **Understand the past through settings, characters and events encountered in books.** | **Find answers to simple questions about the past from sources of information e.g. artefacts.**  **Begin to ask and answer questions about old and new objects.** | **Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.**  **Children will begin to use the chosen sources in research.**  **Find answers to questions about the past from sources of information e.g. artefacts.**  **Compare artefacts similarities and differences. Confidently explaining these.** | Use a range of sources to find out about a period.  Observe small details – artefacts, pictures.  Select and record information relevant to the study.  Begin to use the library and internet for research. | Ask a variety of questions.  Use the library and internet for research. | Begin to identify primary and secondary sources.  Use evidence to build up a picture of a past event.  Select relevant sections of information.  Use the library and internet for research with increasing confidence. | Recognise primary and secondary sources.  Use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out.  Bring knowledge gathered from several sources together in a fluent account. |
| Cedar Class  Use evidence to build up a picture of a past event.  Choose relevant material to present a picture of one aspect of life in time past. |
| **Maple Class**  **Compare artefacts and look for similarities and differences.**  **Ask questions using artefacts or photographs.**  **Talk about what an object is and how it was used in the past.** |
| Range and depth of historical knowledge | **Begin to look closely at similarities, differences, patterns and change.**  **Begin to develop an understanding of change over time.**  **They begin to recognise similarities and differences between themselves and others and among families, communities and traditions.**  **They recognise and describe special times or events for family and friends.**  **Talk about the lives of the people around them and their roles in society.** | **Recognise the difference between past and present in their own and others’ lives.**  **They know and recount episodes from stories about the past.** | **Recognise why people did things, why events happened and what happened as a result.**  **Identify differences between ways of life at different times.** | **Find out about everyday lives of people in time studied.**  **Compare with our life today.**  **Identify reasons for and results of people's actions.**  **Understand why people may have wanted to do something.** | **Use evidence to reconstruct life in time studied.**  **Identify key features and events of time studied** | Study different aspects of different people - differences between men and women.  Examine causes and results of great events and the impact on people.  Compare life in early and late 'times' studied.  Compare an aspect of life with the same aspect in another period. | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.  Compare beliefs and behaviour with another time studied.  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.  Know key dates, characters and events of time studied. |
| Cedar Class  Look for links and effects in time studied.  Offer a reasonable explanation for some events. |
| Interpretations of history | Children begin to question why things happen and give explanations.  Know some similarities and differences between things in the past and now, drawing on their experiences of what has been read in class. | Use stories to encourage children to distinguish between fact and fiction. | Compare 2 versions of a past event/  Compare pictures or photographs of people or events in the past.  Discuss reliability of photos/ accounts stories. | Identify and give reasons for different ways in which the past is represented.  Distinguish between different sources – compare different versions of the same story.  Look at representations of the period – museum, cartoons etc. | Look at the evidence available.  Use text books and historical knowledge. | Compare accounts of events from different sources – fact or fiction.  Offer some reasons for different versions of events. | Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions.  Confidently use the library and internet for research. |
| Maple Class  Compare adults talking about the past – how reliable are their memories? |
| Cedar Class  Begin to evaluate the usefulness of different sources. |