



History Overview

Autumn

Spring

Summer

EYFS

FS2

Fabulous Me Time for Change

I can be introduced to, become familiar with and follow the daily routine. (Consistent use of language of time – *day, next / after / morning / afternoon*)

I can begin to understand the difference between a day and a week:

I can recite the days of the week (Count days to an event ... *day, week, days of the week*)

I can be Introduced to a class calendar / timeline with special events: (Highlighting Birthdays School events, Personal events ... *calendar / event*)

I can continue to make sense of their own life-story and family's history (share All About Me box, talk about special events ... *history / special*)

I can begin to observe and comment on images of familiar situations in the past: e.g. When Mum and Dad were little ... *past, history, long ago*, look back at photographs of nursery events – autumn walk / birthday celebration / Christmas nativity

Wonderful Water & Super Heroes & Villains

I can develop an understanding of class calendar with special events ... *month, date, year*

I can study / talk about images of familiar situations in the past (Photographs of winter in the past ... *same, different*)

I can observe photographs of old fishing towns ... *old, new, before, a long time ago*

I can begin to develop a sense of things happened before I was born (Fishing boats made before I was born)

Gracious Growing Awesome Animals

I know how a calendar works, developing a concept of time (*seasons*)

I can talk about the lives of the people around them and their roles in society

(Interview special member of school / local community, Interview parent/ grandparent with a special role in the community ... *community, society, local*)

I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class (Looking back through the reception year / EYFS – creating a timeline using photographs)

I can talk about changes at a personal and school level e.g. *new family babies / new members of staff / developments to provision*

I can talk about likes / dislikes ... timeline, I can participate in transition into Y1 events: (visits from new class teacher Visits to a new classroom ... *year one, new school year, next year*)

I can understand the past through settings, characters and events

			<p>encountered in books read in class and storytelling:</p> <p>I can talk about 'long time ago'</p> <p>I can compare and contrast settings / characters – where they live / what they are wearing / activities ...</p>
Year 1	<p><u>Toys from the past</u></p> <p>I can use words and phrases like: old, new and a long time ago. (CU)</p> <p>I can understand that some toys/objects belonged to the past. (CU)</p> <p>I can begin to identify the main differences between old and new toys/objects. (KI)</p> <p>I can identify objects from the past. (KI)</p> <p>I can ask and answer questions about old and new toys/objects. (HE)</p> <p>I can use words and phrases like: very old, when mummy and daddy were little. (Challenge)</p>	<p><u>Mottershead - Chester Zoo</u></p> <p>I can put events in chronological order. (CU)</p> <p>I can find out more about George Mottershead and carry out some research on him. (Challenge)</p> <p>I can answer questions using a range of artefacts/photographs. (Challenge)</p>	<p><u>Seaside holidays</u></p> <p>I can answer questions using an artefact/photograph provided. (HE)</p> <p>I can give a plausible explanation about what an object was used for in the past. (HE)</p> <p>I can answer questions using a range of artefacts/photographs provided. (Challenge)</p> <p>I can identify similarities and differences between ways of life in different periods (CU)</p>
Year 2	<p><u>Great Fire of London</u></p> <p>I can use words and phrases like: before I was born, when I was younger. (GU)</p> <p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning. (GU)</p> <p>I can use the words past and present correctly. (GU)</p> <p>I can use a range of appropriate words and phrases to describe the past. (GU)</p> <p>I can sequence a set of events in chronological order and give reasons for their order. (GU)</p>	<p><u>Explorers</u></p> <p>I can 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. (KI)</p> <p>I can give examples of things that are different in my life from that of my grandparents when they were young. (KI)</p> <p>I can use words and phrases like: before I was born, when I was younger. (CU)</p>	<p><u>Local Area</u></p> <p>I can use words and phrases like: before I was born, when I was younger. (CU)</p> <p>I can explain how Parkgate was different in the past. (KI)</p> <p>I can find out something about the past by talking to an older person. (HE)</p> <p>I can research the life of someone who used to live in their area using the Internet and other sources to find out about them. (HE)</p>

	<p>I can 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. (KI)</p> <p>I can recount some interesting facts from an historical event, such as where the fire of London started. (KI)</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people. (KI)</p> <p>I can answer questions by using a specific source, such as an information book. (HE)</p> <p>I can research the life of a famous Briton from the past using different resources to help them. (HE)</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time. (HE)</p> <p>I can try to work out how long ago an event happened. (Challenge)</p> <p>I can explain why eye-witness accounts may vary. (Challenge)</p>	<p>I can use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'. (CU)</p> <p>I can use the words past and present correctly. (CU)</p> <p>I can use a range of appropriate words and phrases to describe the past. (CU)</p> <p>I can sequence a set of events in chronological order. (CU)</p>	<p>I can explain why their locality (as wide as it needs to be) is associated with a special historical event. (Challenge)</p>
Year 3	<p><u>Stone/Bronze and Iron Age</u></p> <p>I can investigate a civilisation. (HE)</p> <p>I can describe events and periods using the words: BC, AD and decade. (CU)</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened. (CU)</p> <p>I can explore the impact Stone Henge has had on Stone Age history. (HE)</p> <p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do. (KI)</p>	<p><u>Romans</u></p> <p>I can describe events and periods using the words: ancient and century. (CU)</p> <p>I can use mathematical knowledge to work out how long ago events would have happened. (U)</p> <p>I can begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. (CU)</p> <p>I can recognise that Britain has been invaded by several different groups over time. (KI)</p> <p>I can understand invaders in the past</p>	<p><u>Vikings</u></p> <p>I can explore what Britain was like before the first Viking invasions. (KI)</p> <p>I can suggest why certain events happened as they did in history. (CU)</p> <p>I can learn about the Viking invasion on Lindisfarne (KI)</p> <p>I can use various sources to piece together information about Lindisfarne and Danelaw?(HE)</p> <p>I can suggest why certain people acted as they did in history, e.g. Alfred the Great and Ethelred the Unready. (KI)</p>

	<p>I can use the school field to begin to picture what life would have been like for the early settlers. (KI)</p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past. (HE)</p> <p>I can use various sources of evidence to answer questions. (HE)</p> <p>I can use various sources to piece together information about a period in history. (HE)</p> <p>I can understand that historians represent times in the past in different ways. (KI)</p> <p>I can understand how artefacts can be interpreted differently. (HE)</p> <p>I can use specific search engines on the Internet to help find information more rapidly. (Challenge)</p> <p>I can investigate one civilisation against another. (Challenge)</p> <p>I can explain how discoveries were made about the civilisations, which help us to learn more about them today. (Challenge)</p>	<p>would have fought fiercely, using hand to hand combat, trying on Roman soldier's armour and acting in different formations. (KI)</p> <p>I understand the Roman's impact on Britain.(CU)</p> <p>At our Roman Museum trip - I can begin to appreciate why Britain would have been an important country to have invaded and conquered. (Challenge)</p> <p>I can appreciate that war/s would inevitably have brought much distress and bloodshed. (Challenge)</p> <p>I can research specific events from the past e.g Julius Caesar (Challenge)</p> <p>I can use 'information finding' skills in writing to help them write about historical information. (Challenge)</p> <p>I can appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'. (Challenge)</p>	<p>I can use various sources of evidence to answer questions. (HE)</p> <p>I can have an appreciation that wars start for specific reasons and can last for a very long time. (Challenge)</p> <p>I can appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'. (Challenge)</p> <p>I can appreciate that war/s would inevitably have brought much distress and bloodshed. (Challenge)</p>
Year 4	<p><u>The Tudors</u></p> <p>I can plot recent history on a timeline using centuries. (CU)</p> <p>I can place periods of history on a timeline showing periods of time. (CU)</p> <p>I can explain how events from the past have helped shape our lives. (KI)</p> <p>I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences. (KI)</p>	<p><u>Anglo Saxons, Picts and Scots</u></p> <p>I can plot recent history on a timeline using centuries. (CU)</p> <p>I can place periods of history on a timeline showing periods of time. (CU)</p> <p>I can explain how events from the past have helped shape our lives. (KI)</p> <p>I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences. (KI)</p>	<p><u>Ancient Egypt</u></p> <p>I can plot recent history on a timeline using centuries. (CU)</p> <p>I can place periods of history on a timeline showing periods of time. (CU)</p> <p>I can explain how events from the past have helped shape our lives. (KI)</p> <p>I can understand that people who lived in the past cooked and travelled differently and used different weapons from ours. (KI)</p>

	<p>I can understand that people who lived in the past cooked and travelled differently and used different weapons from ours. (KI)</p> <p>I can recognise that the lives of wealthy people were very different from those of poor people. (KI)</p> <p>I can recognise that people's way of life in the past was dictated by the work they did.</p> <p>I can appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at?</p>	<p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. (KI)</p> <p>I can communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out. (HE)</p> <p>I can understand that people who lived in the past cooked and travelled differently and used different weapons from ours. (KI)</p>	<p>I can independently, or as part of a group, present an aspect I have researched about a given period of history using multimedia skills when doing so.</p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. (KI)</p>
Year 5	<p><u>Victorians</u></p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. (CU)</p> <p>I can describe historical events from the different period/s they are studying/have studied. (KI)</p> <p>I can explain what life was like for children in the Victorian Period from a trip to Quarry bank Mill. (KI)</p> <p>I can explain the role that Britain has had in spreading Christian values across the world. (KI)</p> <p>I can appreciate that significant events in history have helped shape the country we have today. (KI)</p> <p>I can research the life of one person who has had an influence on the way Great Britain is divided into four separate countries. (Challenge)</p>	<p><u>Crime and Punishment</u></p> <p>I can use dates and historical language in their work. (CU)</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same. (KI)</p> <p>I can begin to appreciate that how we make decisions has been through a Parliament for some time. (KI)</p> <p>I can have a good understanding as to how crime and punishment has changed over the years and can link this to visits to Ruthin Jail and Chester Cathedral. (KI)</p>	<p><u>Mayans</u></p> <p>I can test out a hypothesis in order to answer a question. (HE)</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past. (HE)</p> <p>I can create a chronological understanding of the development of society in South America. (Challenge)</p>

Year 6	<p><u>Early Islamic Civilisations</u></p> <p>I can say where a period of history fits on a timeline. (CU)</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework. (CU)</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. (KI)</p> <p>I can describe features of historical events and people from past societies and periods they have studied. (KI)</p> <p>I can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. (Challenge)</p>	<p><u>World War 1 and 2</u></p> <p>I can place a specific event on a timeline by decade. (CU)</p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened. (KI)</p> <p>I can summarise how Britain has had a major influence on world history. (KI)</p> <p>I can identify and explain the impact of propaganda. (HE)</p> <p>I can describe the impact of the Battle of the Atlantic and the Liverpool Blitz in May 1941 using a range of evidence from different sources including trips to museums. (HE)</p> <p>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. (HE)</p> <p>I can suggest why there may be different interpretations of events. (Challenge)</p>	<p><u>Greeks</u></p> <p>I can say where a period of history fits on a timeline. (CU)</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework. (CU)</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. (KI)</p> <p>I can describe features of historical events and people from past societies and periods. (KI)</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history. (KI)</p> <p>I can suggest why certain events, people and changes might be seen as more significant than others. (Challenge)</p>
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CU = Chronological Understanding. KI = Knowledge and Interpretation. HE = Historical Enquiry.