

All Saints C.E. (A) Primary School Curriculum Overview – History

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	<p>Historical Interpretation - To use different sources such as books and videos to form a judgement about the significant historical event of the extinction of the dinosaurs.</p> <p>Organisation And Communication - To understand the term significant and explain why a significant individual is important. - To ask and answer questions about the life of Mary Anning.</p>	<p>Knowledge and Understanding of Events, People and Changes in the Past - To explain why a significant individual is important and explain key events in their life.</p>		<p>Chronological Understanding - To order the key events of the Great Fire of London as a timeline.</p>		<p>Knowledge and Understanding of Events, People and Changes in the Past - To explain why Neil Armstrong was important in the history of space travel.</p> <p>Chronological Understanding - To sequence significant events in space travel thinking about how things have changed in space travel and will change in the future.</p>
Year 2	<p>Knowledge and Understanding of Events, People and Changes in the Past - To use the evidence collected to explain how the streets of Didcot have changed. - To describe differences between the past and now. - To explain how shops have changed and why. - To begin to think about the effects of change on an area.</p> <p>Historical Interpretation - To use pictures and photographs old and modern homes within our locality identifying differences, such as materials from which they are built. - To use eye witness accounts, maps and the internet to find out about the history of our school and how it has changed over time.</p>			<p>Historical Enquiry - To research significant sea explorers to find out where they sailed, explored and discovered and present their findings to others.</p> <p>Chronological Understanding - To sequence significant sea explorers chronologically on a timeline, such as Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers, such as Ellen MacArthur.</p> <p>Organisation and Communication - To describe the significant events in the life of Grace Darling. - To use role play, storytelling and ICT to present information about the life of a significant historical sea explorer.</p>		<p>Historical Enquiry - To undertake historical fieldwork at Oxford Castle to understand the castle's history.</p> <p>Chronological Understanding - To use a timeline to place important castles in chronological order.</p>
Year 3	<p>Knowledge and Understanding of Events, People and Changes in the Past - To use evidence to describe the everyday lives of people from the Stone Age historical period. - To use evidence from a range of different source materials to find out how and why Stone Age people evolved from hunter-gatherers to farmers.</p> <p>Historical Enquiry - To use a selection of historical source materials, including pictures, books and artefacts, to find out about the tribal life of Iron Age people.</p> <p>Chronological Understanding - To use a timeline to show the chronology of the Stone Age, Bronze Age and Iron Age. - To sequenced events on a timeline using AD or BC.</p> <p>Historical Interpretation - To describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. - To ask an expert questions about how they found out about the ancient civilisations.</p>			<p>Chronological Understanding - To sequence the key events of the eruption of Mount Vesuvius explaining the cause and effect of this significant historical event.</p> <p>Historical Interpretation - To use the primary and secondary sources images to make deductions about the lives of the people of Pompeii.</p>	<p>Knowledge and Understanding of Events, People and Changes in the Past - To use a range of historical source materials, including photographs, census returns and newspaper articles, to research the history of our town.</p> <p>Historical Enquiry - To conduct a historical enquiry by asking questions about a building's history and exploring the site searching for clues about it's past.</p>	<p>Knowledge and Understanding of Events, People and Changes in the Past - To describe the achievements and influences of significant individuals of the ancient Greeks on the wider world.</p> <p>Historical Enquiry - To use a range of historical source materials, including books, artefacts, images and information books, to investigate the everyday life of the ancient Greeks, contrasting the lives of the rich and poor.</p> <p>Chronological Understanding - To order events and dates from ancient Greek history on a timeline.</p>

	<p>Organisation and Communication</p> <ul style="list-style-type: none"> - To present a historical account and information about the everyday lives of people from Bronze Age historical period. 				
Year 4	<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - To present relevant information contrasting the everyday life in ancient Rome with modern British society including aspects, such as jobs, houses, buildings, food and schooling in a historical report. - To recognise and write numbers using Roman Numerals. - To investigate and analyse the design and impact of Roman inventions on modern society. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - To present a thoughtful selection of relevant information about Roman Gladiators on a mind map. - To construct a profile of the significant leader of Spartacus using a range of historical sources. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - To sequence significant dates about events within the Roman historical time period on a timeline using AD or BC. <p>Historical Interpretation</p> <ul style="list-style-type: none"> - To identify how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. 				<p>Historical Enquiry</p> <ul style="list-style-type: none"> - To use relevant historical sources to find out about Anglo-Saxon Life recording this in a table. - To use a range of sources to research information about the first Viking invasions of Britain identifying the significance and impact of power struggles on Britain. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - To identify and sequence key events in British history between AD410 and 1066 on a timeline accurately. <p>Historical Interpretation</p> <ul style="list-style-type: none"> - To identify why certain objects were buried with Vikings for the afterlife. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - To research the daily life of Vikings to compare and contrast with the Anglo-Saxon civilisation.
Year 5	<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - To use a range of historical sources, including information books and online resources, to find out about famous pharaohs of ancient Egypt to construct a profile. - To explore and explain how the religious beliefs of Egyptian Pharaohs caused them to behave in a particular way. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - To explain how the design, decoration and materials used in artefacts can provide evidence of the wealth, power and status of the object's owner. - To research the Book of the Dead, explaining what it was and why it was important for Ancient Egyptian civilisations. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - To sequence events to show how ancient Egyptian civilisation developed and make connections between periods of world history on a timeline. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - To apply knowledge about the role of an Egyptian pharaoh, including what he or she was expected to do and what they were responsible for, when a job description for the role of a pharaoh. - To plan and present findings about the key processes which occur when a pharaoh has died. - To present information from research about ancient Egyptian gods and goddesses using Egyptian tomb paintings and papyrus scrolls to show depiction of their images. 		<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - To explain the significance of Galileo Galilei's discovery of sunspots on the Sun and how it was controversial at the time. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - To use drama techniques to present historical information about how Sir Isaac Newton's observations led to his theories on the universal force of gravity. 		<p>Chronological Understanding</p> <ul style="list-style-type: none"> - To use a range of source materials, including first hand accounts, to sequence the symptoms and changes that occurred when someone was infected with the Black Death. - To create a royal timeline for sequencing the reign of kings between 1300–1400. <p>Historical Interpretation</p> <ul style="list-style-type: none"> - To use a range of historical source materials to present information about the Flagellants describing who they were, what they did and how others viewed them.

<p style="text-align: center;">Year 6</p>	<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - To understand the perspective of children within the evacuation process during World War II. - To apply knowledge from using historical source materials about the Blitz to produce a safety guide to inform people how to protect themselves. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - To evaluate the reliability of first hand and eyewitness accounts, in letters from soldiers sent home to their families and loved ones in understanding the role of a soldier and effect of being away from home. <p>Chronological Understanding</p> <ul style="list-style-type: none"> - To use a range of historical sources to create a timeline showing major events of the Second World War, between 1939 and 1945 in chronological order. <p>Historical Interpretation</p> <ul style="list-style-type: none"> - To describe and explain the significance of Churchill and Hitler as wartime leaders from the perspective of citizens they represented. <p>Organisation and Communication</p> <ul style="list-style-type: none"> - To experience and investigate school life during the war comparing and contrasting this to modern education. 		<p>Knowledge and Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> - To describe some of the significant achievements of Charles Darwin and explain why they are important. <p>Historical Enquiry</p> <ul style="list-style-type: none"> - To use a range of historical sources, including books and the web, to find out about the British fossil collector and palaeontologist Mary Anning articulating the significance of a historical person, event, discovery or invention in British history. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> - To research and accurately sequence events on a timeline to show the history and development of polar exploration. <p>Historical Interpretation</p> <ul style="list-style-type: none"> - To compare and contrast the conditions aboard the Titanic, describing how the accommodation differed for rich and poor passengers. 		<p>Historical Enquiry</p> <ul style="list-style-type: none"> - To look at a range of sources and artefacts that illustrate aspects of ancient Maya civilisation posing questions to answer.
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