



All Saints CE Primary School & Nursery
Subject: HISTORY

Foundation Subject Overview

HOW DOES THIS SUBJECT FIT IN?

KS1 National Curriculum:	KS2 National Curriculum:
<ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] • significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. • The Roman Empire and its Impact on Britain. • Britain’s settlement by Anglo Saxons and Scots. • The Viking and Anglo-Saxon struggle for the Kingdom of England. • A local history study (of Bishops Stortford). • A study of a theme in British history. • Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty. • Ancient Greece. • A non-European society that contrasts with British history chosen from: Early Islamic Civilization; Mayan Civilization; Benin • History of interest to pupils (not statutory)

Characteristics of History (from National Curriculum):

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

What this looks like in KS1:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

What this looks like in KS2:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

<p>Year 1 Objectives:</p>	<p>To place a few events/objects in chronological order. To use time words such as – before, after, now, yesterday, last week, when I was younger, a long time ago, before I was born. To know about things that happened to them and others in the past and how this is different to the present. To find out facts about people and events from long ago (within living memory). To remember stories about the past and try to explain why people behaved as they did. To look at books and listens to stories to find out about the past. Looks at books and listens to stories to find out about the past. To use pictures, photos and artefacts to answer questions about the past. To be able to use the words before and after to describe when something happened. To be able to sort things into groups of then and now – or on a timeline. To know the date of my birthday. To tell stories about the past – maybe using role play. To draw and write sentences to tell others what I have found out about the past.</p>
<p>Year 2 Objectives:</p>	<p>To use the words past and present to describe an event. To place people, events or objects in chronological order on a scale. (beyond living memory) To use time words such as – recently, when my parents were children, decades, centuries. To say how their own life is different to that of people in the past. To recount details from a significant historical event, nationally/globally To explain why people acted as they did and why things happened. To know about the lives of significant local individuals To know about significant local events. To understand some of the ways the past can be represented – books, pictures, stories, photos, artefacts, museums etc. To use information and try to work out answers to questions about the past, such as when something happened and what happened. To estimate ages of people from their faces and features. To show their knowledge by describing, using timelines, story writing and labelling diagrams. To write their date of birth.</p>
<p>Year 3 Objectives:</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudica

	<p>To begin to use words and phrases such as century, BC, AD etc to describe the passing of time.</p> <p>To use a more detailed timeline, eg divided into AD and BC, or for more recent history into centuries</p> <p>To use evidence to describe things from the past and to show similarities and differences eg houses and settlements or beliefs.</p> <p>To give reasons why changes may have happened.</p> <p>To describe how some of these things affect life today.</p> <p>To look at 2 different accounts of an event and find differences between them.</p> <p>To give reasons why the accounts may be different</p> <p>To use (and suggest) sources of evidence to help answer questions, which I may pose for myself.</p> <p>To begin to include ICT resources.</p> <p>To present my findings accurately and in a variety of ways, including ICT and extended writing.</p>
<p>Year 4 Objectives:</p>	<p>A local history study (Bishop's Stortford)</p> <ul style="list-style-type: none"> • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) • A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. <p>Ancient Greece</p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world <p>To use words and phrases such as century, BC, AD, BCE, CE to describe the passing of time.</p> <p>To use a more detailed timeline, eg divided into AD and BC, or for more recent history into centuries.</p> <p>To use evidence to describe things from the past and to show similarities and differences eg houses and settlements or beliefs.</p> <p>To give reasons why changes may have happened.</p> <p>To describe how some of these things affect life today.</p> <p>To look at different accounts of an event and find differences between them.</p> <p>To give reasons why the accounts may be different.</p> <p>To use (and suggest) sources of evidence to help answer questions, which I will pose for myself.</p> <p>To present my findings accurately and in a variety of ways.</p>
<p>Year 5 Objectives:</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>To place events, people and changes from this country and abroad into the correct periods of time on a timeline.</p> <p>To use words such as social, political or cultural to describe change and words such as era, period and during to describe passing of time.</p> <p>To name the dates of significant events studied and place on a timeline.</p> <p>With help, choose sources of factual evidence to research and gain knowledge of aspects of British history and that of the wider world.</p>

	<p>To use evidence to describe reasons for and results of historical events and how and why things change.</p> <p>To use evidence to describe similarities and differences and show how the past affects life today.</p> <p>To look at 2 different accounts of an event and find differences between them – know that people may represent ideas and events in a way that persuades others.</p> <p>To understand that evidence can be propaganda and give reasons for different accounts of history.</p> <p>To use a wide variety of resources to collect evidence about the past, selecting and combining information from various sources.</p> <p>To present findings as above, now using dates and terms accurately.</p> <p>To choose the most suitable way to present the information, knowing it is for an audience.</p> <p>To ask and answer questions, realising that historical questions have more than one answer.</p>
<p>Year 6 Objectives:</p>	<p>A study of an aspect or theme in British history that extends pupil’s knowledge beyond 1066.</p> <ul style="list-style-type: none"> ▪ A significant turning point in British history -Tudors <p>To place events, periods and developments in culture, technology, religion and society on a timeline.</p> <p>To place all the historical eras studied in time order.</p> <p>To use key periods as reference points eg the Stuarts or the Anglo-Saxons.</p> <p>To describe main changes in a period of history studied and place significant dates on a timeline.</p> <p>To evaluate evidence and choose reliable forms.</p> <p>To present findings as above, now also using appropriate historical vocabulary (see previous years objectives)</p> <p>To know that everyone has a point of view which can affect interpretation.</p> <p>To show a clear understanding why there may be different accounts of history.</p> <p>To independently use and question a variety of historical sources. (newspapers, photos, accounts, objects, maps, census, oral, paintings)</p>