



# RADDLEBARN PRIMARY SCHOOL SUBJECT OVERVIEW IN HISTORY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Context/ Resources
Nursery	<p><b>Throughout the year children in Nursery (3-4 year olds) will be learning to...</b></p> <p>C&amp;L: Use a wider range of vocabulary.            C&amp;L: Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"            C&amp;L: Sing a large repertoire of songs.            C&amp;L: Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for 'rare', 'swimmed' for 'swam'.            C&amp;L: Know many rhymes, be able to talk about familiar books, and be able to tell a long story.            UW: Continue developing positive attitudes about the differences between people.</p>						
Reception	<p><b>Throughout the year children in Reception will be learning to...</b></p> <p>PSED: Express their feelings and consider the feelings of others.            PSED: Think about the perspectives of others.            C&amp;L: Learn new vocabulary.            C&amp;L: Describe events in detail.            C&amp;L: Ask questions to find out more and to check they understand what has been said to them.            C&amp;L: Use new vocabulary in different contexts.            C&amp;L: Learn rhymes, poems and songs.            C&amp;L: Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.            UW: Talk about members of their immediate family and community.            UW: Comment on images of familiar situations in the past.            UW: Compare and contrast characters from stories, including figures from the past.            UW: Recognise that people have different beliefs and celebrate special times in different ways.</p>						
Year 1	<p><b>How have toys changed over time? (within living memory)</b></p> <p><b>Chronological Understanding</b>            Sequence events (timeline) remembers memories &amp; stories from the past. Uses words old/new/days/months/years.</p> <p><b>Historical Enquiry</b>            Find answers to simple Q's about the past from sources of information.</p>		<p><b>What can we learn about the achievements of significant people in our past?</b></p> <p><b>Range &amp; Depth of Knowledge</b>            Tell the difference between past &amp; present, in own and other people's lives.</p> <p><b>Historical Interpretation</b>            Identify &amp; recount details from the past using sources (pictures/stories).</p> <p><b>Organisation &amp; Communication</b></p>				

	<p><b>Organisation &amp; Communication</b> Shows knowledge about the past in different ways – role play, drawing, writing, talking.</p> <p><b>Historical Interpretation</b> Identify &amp; recount details from the past using sources (pictures/stories).</p>		<p>Shows knowledge about the past in different ways – role play, drawing, writing, talking.</p> <p><b>Chronological Understanding</b> Sequence events (timeline) remembers memories &amp; stories from the past. Uses words old/new/days/months/years.</p>				
Year 2		<p><b>What impact did the Cadbury family have on our locality?</b></p> <p><b>Chronological Understanding</b> Put people/events in order using a scale. Use words recently, before, now, after, later.</p> <p><b>Range and Depth of Knowledge</b> Use information &amp; <u>evidence</u> to recount, this period, explain why people in the past acted as they did, describe differences between then and now.</p> <p><b>Historical Enquiry</b> Use pictures &amp; objects to find information about the past. Ask &amp; answer Q'S (How, Who, Why, What)</p> <p><b>Historical Interpretation</b> Use eyewitness accounts, photos, artefacts, trips &amp; visitors to support understanding.</p> <p><b>Organisation &amp; Communication</b></p>			<p><b>Petite Enquiry – What happened during the Great Fire and how did it change London?</b></p> <p><b>Chronological Understanding</b> Put people/events in order using a scale. Use words recently, before, now, after, later.</p> <p><b>Range and Depth of Knowledge</b> Use information &amp; <u>evidence</u> to recount, this period, explain why people in the past acted as they did, describe differences between then and now.</p> <p><b>Historical Enquiry</b> Use pictures &amp; objects to find information about the past. Ask &amp; answer Q'S (How, Who, Why, What)</p> <p><b>Historical Interpretation</b> Use eyewitness accounts, photos, artefacts, trips &amp;</p>		

		Write about people, objects and events about the past, through stories, diagrams & recounts.			visitors to support understanding. <b>Organisation &amp; Communication</b> Write about people, objects and events about the past, through stories, diagrams & recounts.		
Year 3	<p><b>What changes occurred in Britain from the Stone Age to the Iron Age?</b></p> <p><b>Chronological Understanding</b> Use a timeline to place events in order.</p> <p><b>Range &amp; Depth of Knowledge</b> Use evidence to describe changes during one time period (culture, beliefs, rich &amp; poor settlements)</p> <p><b>Historical Enquiry</b> <u>Suggest sources of evidence</u> to help answer questions. Use pictures &amp; objects to find information about the past. Ask &amp; answer Q'S (How, Who, Why, What)</p> <p><b>Organisation &amp; Communication</b> Present information in different ways for different purposes, including ICT.</p>			<p><b>What can we learn about the Roman Empire and its impact on Britain?</b></p> <p><b>Chronological Understanding</b> Use timelines to place events in order. <u>To know meaning of AD/BC. Use words century/decade.</u></p> <p><b>Range &amp; Depth of Knowledge</b> Use evidence to describe changes during one time period <u>compared with another</u> (culture, beliefs, rich &amp; poor)</p> <p><b>Historical Enquiry</b> <u>Suggest sources of evidence</u> to help answer questions. Use pictures &amp; objects to find information about the past. Ask &amp; answer Q'S (How, Who, Why, What)</p> <p><b>Historical Interpretation</b> Explore two versions of the same event (e.g. invasion). Identify differences in accounts.</p>			

Year 4		<p><b>What can we learn about the settlements of Anglo-Saxons and Scots?</b></p> <p><b>Chronological Understanding</b> Use names, places &amp; dates of significant events on a timeline. <u>Divide recent history into present e.g. 21<sup>st</sup> Century and past 17<sup>th</sup> Century.</u></p> <p><b>Range &amp; Depth of Knowledge</b> Record features of past periods, beliefs, buildings, experiences of men, women &amp; children. How these have impacted life today.</p> <p><b>Historical Enquiry</b> Suggest sources of evidence from a selection provided to help answer Q's about the past.</p>		<p><b>What did the Viking and Anglo-Saxon struggle for England look like?</b></p> <p><b>Chronological Understanding</b> Use names, places &amp; dates of significant events on a timeline.</p> <p><b>Range &amp; Depth of Knowledge</b> Record features of past societies, beliefs, experiences of men, women &amp; children. <u>How these have impacted life today.</u></p> <p><b>Historical Enquiry</b> Understand the difference between primary and secondary sources of evidence. Use these to collect information about the past. Ask &amp; answer Q's based on these sources.</p> <p><b>Historical Interpretation</b> Be able to give reasons why there are different accounts of history.</p>			
Year 5	<p><b>What can the life and achievements of the Ancient Greeks tell us about their impact on the Western World?</b></p> <p><b>Chronological Understanding</b> Use a timeline to sequence significant events and people. Identify changes within and across historical periods.</p>			<p><b>How did reigning Monarchs utilise their power over different time periods?</b></p> <p><b>Range and Depth of Knowledge</b> Identify the religious and ethnic diversities in Britain. Explore the cause and consequence of events during the period.</p>			

	<p><b>Range and Depth of Knowledge</b> Identify the religious and ethnic, beliefs, cultural diversities in the wider world.</p> <p><b>Historical Interpretation</b> Know that people can represent events or ideas in ways that persuade others.</p>			<p><b>Historical Enquiry</b> Use documents, printed sources, pictures, photos &amp; buildings to collect information about the past. Choose reliable sources of evidence to answer questions.</p> <p><b>Historical Interpretation</b> Look at different versions of the same event and identify differences in accounts. Explain why there are different accounts in history.</p>		
Year 6	<p><b>What impact did WW2 have on our locality?</b></p> <p><b>Local Study</b></p> <p><b>Chronological Understanding</b> Can name the date of any significant event studied and place on a timeline.</p> <p><b>Range and Depth of Knowledge</b> Choose reliable sources of evidence. Describe differences &amp; similarities between people, events and artefacts.</p> <p><b>Historical Enquiry</b> Use a range of sources to find out about the past. Know there is not often a single answer to historical Q's. Investigate lines of enquiry by posing Q's to answer.</p> <p><b>Historical Interpretation</b> Evaluate evidence &amp; what is reliable. Give clear reasons why there may be different</p>		<p><b>What can we learn about the achievements of the earliest civilisation?</b></p> <p><b>Chronological Understanding</b> Use timelines to demonstrate changes and developments in culture, religion &amp; society. Describe main changes in a period in history.</p> <p><b>Range and Depth of Knowledge</b> Describe differences &amp; similarities between people, events and artefacts. Make links between the features of past societies.</p> <p><b>Historical Enquiry</b> Use a range of sources to find out about the past. Know there is not often a single answer to historical Q's. Investigate lines of enquiry by posing Q's to answer.</p> <p><b>Historical Interpretation</b></p>		<p><b>What was life like in early Islamic civilisation and how does this compare to life in Britain at that time?</b></p> <p><b>Chronological Understanding</b> Use timelines to demonstrate changes and developments in culture, religion &amp; society. Describe main changes in a period in history.</p> <p><b>Historical Enquiry</b> Use a range of sources to find out about the past. Know there is not often a single answer to historical Q's.</p> <p><b>Historical Interpretation</b></p>	

	<p>accounts of history, link to factual understanding of the past.</p> <p><b>Organisation &amp; Communication</b></p> <p>Communicate ideas about the past using different genres of writing, drawing, data handling &amp; role play.</p>		<p>Give clear reasons why there may be different accounts of history, link to factual understanding of the past.</p> <p><b>Organisation &amp; Communication</b></p> <p>Communicate ideas about the past using different genres of writing, drawing, data handling &amp; role play.</p>		<p>Evaluate evidence &amp; what is reliable. Give clear reasons why there may be different accounts of history, link to factual understanding of the past.</p> <p><b>Range and Depth of Knowledge</b></p> <p>Choose reliable sources of evidence. Describe differences &amp; similarities between people, events and artefacts.</p>		
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