



St. John Fisher Catholic Primary School

Growing through God, we learn, laugh and love.



WHOLE SCHOOL HISTORY BASIC SKILLS CURRICULUM OVERVIEW

Key Stage 1			Lower Key Stage 2		Upper Key Stage 2	
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basic History Skills						
<p><u>Chronological understanding</u></p> <p>I can talk about my own family and know how they are similar/different to others</p> <p>I am developing an understanding of things were different in the past and know things happened before I was born</p> <p>I can fit people/events onto a chronological framework - see progression of timelines.</p> <p>I can use simple language that relates to the passing of time - see</p>	<p><u>Chronological understanding</u></p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects</p> <p>Use a timeline to place important events.</p> <p>Use words and phrases such</p>	<p><u>Chronological understanding</u></p> <p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in my own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</p> <p>Use a timeline to place</p>	<p><u>Chronological understanding</u></p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Use a timeline to place historical events in chronological order.</p> <p>Describe dates of and order significant events from the period studied.</p>	<p><u>Chronological understanding</u></p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p><u>Knowledge and understanding of events.</u></p>	<p><u>Chronological understanding</u></p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Order significant events, movements and dates on a timeline.</p> <p>Describe the main changes in a period in history.</p> <p><u>Knowledge and understanding</u></p>	<p><u>Chronological understanding</u></p> <p>Order significant events, movements, and dates on a timeline.</p> <p>Identify and compare changes within and across different periods.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt</p>

<p>progression in vocabulary.</p> <p><u>Historical enquiry</u> I know that some things are from the past and were used before I was born e.g. the telephone, quill and old bicycle. I am able to answer 'how' and 'why' questions I can ask simple questions about artefacts</p> <p><u>Historical interpretation</u> I am beginning to identify ways in which the past is represented through artefacts, photographs and stories.</p> <p><u>Continuity and Change in and between periods</u> I can identify some similarities/differences between ways of life at different</p>	<p>as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u> Recall some facts about people/events before living memory Say why people may have acted the way they did.</p> <p><u>Historical interpretation</u> Look at books, videos, photographs,</p>	<p>important events.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.</p>	<p><u>Knowledge and understanding of events, people and changes in the past</u> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past</p> <p><u>Historical interpretation</u> Explore the idea that there are different accounts of history. <u>Historical enquiry</u></p>	<p><u>people and changes in the past</u> Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today.</p> <p><u>Historical interpretation</u></p>	<p><u>of events, people and changes in the past</u> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between so</p> <p><u>Historical interpretation</u> Understand that some evidence from the past is</p>	<p>and Prehistoric Britain.</p> <p><u>Knowledge and understanding of events, people and changes in the past</u> Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today.</p>
---	---	--	--	--	--	---

<p>times. E.g. changes in telephones</p> <p><u>Cause and Consequence</u> I can talk about how my own behaviour and know how this impacts on others</p> <p><u>Similarity and difference</u> I know some similarities and differences between the past and now e.g.</p> <p><u>Significance of events and people</u> I can talk about how the lives of my parents/grandparents were different than today. I know that events of the past have impacted celebrations and events today e.g. Christmas.</p>	<p>pictures and artefacts to find out about the past.</p> <p><u>Historical enquiry</u> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.</p> <p><u>Organisation and</u></p>	<p><u>Historical interpretation</u> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.</p> <p><u>Historical enquiry</u> Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p> <p><u>Organisation and communication</u> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-</p>	<p>Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.</p> <p><u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and</p>	<p>propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p> <p><u>Historical enquiry</u> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect</p>	<p>Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> <p><u>Historical interpretation</u> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>
---	--	--	---	---	---	--

	<p><u>communication</u></p> <p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>	<p>answer questions.</p> <p><u>Organisation and communication</u></p> <p>Describe objects, people or events in history.</p> <p>Use timelines to order events or objects or place significant people.</p> <p>Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>handling, drama role-play, storytelling and using ICT.</p>	<p>visits to sites to collect evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by posing questions to answer.</p> <p><u>Organisation and communication</u></p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p><u>Historical enquiry</u></p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</p> <p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> <p>Investigate own lines of enquiry by</p>
--	---	---	---	--	---	---

					<p>Plan and present a self-directed project or research about the studied period.</p>	<p>posing questions to answer.</p> <p><u>Organisation and communication</u></p> <p>Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.</p>
--	--	--	--	--	---	---