



History Curriculum Overview

Curriculum Intent

History is all around us. The study of history ignites children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values. At Pudsey Waterloo, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding as well as reinforcing their comprehension, reasoning and problem solving skills.

We recognise and value that children need an underlying understanding that any event that has already happened is the past. In EYFS, children begin to explore this through planned opportunities for discussion with the use of modern artefacts. To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model (beginning in EYFS) that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations and significance of historical periods and Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

Our four key substantive knowledge strands are:

- **Invasion and Conflict**
- **Empire and Civilisation**
- **Monarchy and Power**
- **Invention and Innovation**

These themes run throughout our history curriculum and allow our children to recognise the impact and influence key historical events and eras have had on both Britain and the world up to the modern day. Our children also develop an understanding that the interpretation of these key moments is always changing.

We aim for all children to develop a genuine interest in history and a real sense of curiosity about how humanity has reached the point it has in the modern day and how they have been influenced by both key moments, eras and individuals.

Substantive Knowledge Summary

Reception & Key Stage One

	<u>Chronology & Context</u>	<u>Key Historical Figures</u>	<u>Comparison Then & Now</u>
	Children understand when and where key events happened Children can explain how key events unfolded Children begin to understand what life was like during this time period	Children can name some of the key figures Children can tell you why they are important	Children can tell you about how life in historical time periods is different to now Children can begin to explain how key historical events influenced changes that we can see in modern Britain
Rec What makes us unique?	<ul style="list-style-type: none"> ● Key events - children's memories of key events in their own life. ● Chronology - sequence life cycle of a human 		
Rec Build It!			<ul style="list-style-type: none"> ● Compare buildings in Pudsey - how they have changed and stayed the same. E.g. the old cinema is now Sainsbury's) ● Compare transport - how they have changed and stayed the same e.g. trams not in Pudsey anymore, Compare old buses in Pudsey to new buses.
Rec Celebrations (throughout the year)		<ul style="list-style-type: none"> ● As school theme weeks and world events arise, children learn key names and can explain why figures are important (eg. Jackson Pollock was an artist.) 	
Year 1 Toys	<ul style="list-style-type: none"> - Key Old toys overtime - rocking horse, spinning top, cup and ball, marbles, action man, hobby horse. - Comparing how toys have changed over time - looking at a teddy bear from different periods - Chronology - sequencing toys from different time periods (timeline), - 		<ul style="list-style-type: none"> ● New Materials: Notice differences in materials (wood vs. plastic), how toys are made (handmade vs. factory-made), and what the toys can do (simple movements vs. electronic functions). ● New Materials: Explain that new materials like plastic have made it possible to create different kinds of toys. ● Technology: Batteries and electronics have changed what toys can do.

<p>Year 1 History of Nursing</p>	<ul style="list-style-type: none"> ● When it Happened: 1853- 1856. ● Where it Happened: Florence Nightingale helped soldiers who were sick and injured in a war (the Crimean War). ● Wars involve soldiers fighting. ● Florence noticed that the hospitals were dirty and not good for sick people. She made changes to improve hygiene and make the patients more comfortable. 	<ul style="list-style-type: none"> ● Florence Nightingale: The founder of modern nursing. She was a nurse in the Crimean War. ● Mary Seacole: Born in Jamaica, Mary Seacole nursed in the Crimean War. At first, she was told she was not allowed to nurse the soldiers. 	<ul style="list-style-type: none"> ● Training: Before the 1800s, there was no official training for nurses - they learned from family or other nurses. Nursing often relied on natural treatments. Nowadays, people need to train at colleges and universities before they can work as nurses. ● Cleanliness: Hospitals now are kept very clean to ensure patients get better quickly and they don't catch other illnesses. Before the Crimean War, this was not the case.
<p>Year 2 The Great Fire of London</p>	<ul style="list-style-type: none"> ● When it Happened: The fire took place in 1666. ● Where it Started: It began in a bakery on Pudding Lane in London. ● How Long it Lasted: The fire raged for four days. ● What Was Destroyed: The fire destroyed a large part of London, including many houses, churches, and even the famous St. Paul's Cathedral. 	<ul style="list-style-type: none"> ● Thomas Farriner: The baker whose bakery the fire started in. ● Samuel Pepys: A famous diarist who wrote about the fire as it happened. His diary is one of the main sources of information about the Great Fire. ● King Charles II: The King of England at the time. ● The Lord Mayor: The person in charge of London at the time, who was criticized for not taking the fire seriously at first. 	<ul style="list-style-type: none"> ● Reasons it spread quickly at the time: The fire spread quickly because houses were made of wood and were very close together. There was also a strong wind that helped the fire spread. ● Changing the future: The Great Fire changed London forever. After the fire, the city was rebuilt with brick houses and wider streets, making it safer and more modern.
<p>Year 2 Explorers</p>	<ul style="list-style-type: none"> ● When it Happened: First test flight on 17th December 1903 on the Wright Flyer plane. ● Where are they from: America ● When it Happened: The first woman to fly solo across the Atlantic Ocean in 1932. ● Where is she from: America 	<ul style="list-style-type: none"> ● Wright Brothers: Self taught inventors American inventors who invented, built and flew the world's first aeroplane. ● Amelia Earhart: A famous aviator for her numerous flight records, 	<ul style="list-style-type: none"> ● Changing the future: Their invention marked the beginning of modern aviation, revolutionized transportation, and inspired generations to pursue flight. ● Flight has progressed since the days of the early pioneers - new navigation systems instead of paper maps, much greater safety and comfort, much larger aircraft.
<p>Year 2 Royal Visits to Leeds</p>	<ul style="list-style-type: none"> ● Queen Elizabeth visited Leeds 7 times including in 2012. ● Queen Victoria visited Leeds in 1858 and opened the Town Hall. 	<ul style="list-style-type: none"> ● Queen Elizabeth and Queen Victoria were on the throne for a long period of time. ● Queen Victoria died over a 100 years ago. ● Queen Elizabeth II died in 2022. 	<ul style="list-style-type: none"> ● Children to watch a video of Queen Elizabeth II's visit to Leeds. ● Children to look at photographs from Queen Victoria's visit to Leeds. ● Children to suggest which one happened over 100 years ago and justify their viewpoint (black and white/colour, photo/video, clothing, vehicles).

Key Stage Two

	<p><u>Invasion and Conflict</u></p> <p>Children understand that invasions and conflict have happened throughout history. Children understand that there are a variety of reasons for invasions and conflict. Children understand that power is often gained or lost through conflict. Children understand that people throughout history are severely impacted by invasion and conflict. Children understand that the legacy of invasion and conflict has shaped Britain today. Children understand that invaders and settlers have different meanings and can be interpreted as either a cause and effect or as separate concepts depending on the case study.</p>	<p><u>Empire and Civilisation</u></p> <p>Children understand the concepts of empire and civilisation. Children understand that countries around the world have changed over time and that boundaries and names of countries have altered over time. Children understand that empires and civilisations have had a positive and negative impact on society across the world. Children understand that civilisations have contributed to innovating how humans live today.</p>	<p><u>Monarchy and Power</u></p> <p>Children understand which people had power in the eras studied. Children understand that Britain has a Monarch and can recognise and name some of the Kings and Queens. Children understand that the role of the Monarchy in Britain has changed over time. Children understand that different countries/civilisations have been ruled in different ways and these have changed over time.</p>	<p><u>Invention and Innovation</u></p> <p>Children understand that human beings have invented and innovated from the Stone Age to the Modern Day. Children understand that the inventions and innovations influence all elements of human life such as transport, health, communication, weapons, housing etc Children understand that past innovations and inventions influence how we live today. Children understand that invention and innovations have been contributed by people throughout the world.</p>
--	--	---	---	---

<p><u>Year 3- Britain from Stone Age to Iron Age</u></p>		<ul style="list-style-type: none"> ● Stone Age- Know the Stone Age was roughly 3.4 million years ago - 2500 BC. As the Stone Age progressed, people started to settle in one place, farming and building villages like Skara Brae in Scotland. ● Bronze Age- The Bronze Age was around 2500 BC - 800 BC. The Bronze Age saw the construction of burial mounds, showing a growing respect for the dead. ● Iron Age- The Iron Age was around 800 BC - 43 AD. In the Iron Age people built hillforts for protection, and these impressive structures are still visible today. ● Stonehenge- this is an iconic monument from the Bronze Age and suggest theories surrounding its purpose and how it was built. 		<ul style="list-style-type: none"> ● Early humans were hunter-gatherers, moving from place to place to find food. ● Know The Stone Age gets its name because people used stone for tools and weapons. It's a long period divided into the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). ● The Bronze Age began when people discovered how to make bronze by mixing copper and tin. This led to stronger tools and weapons. ● Know that with better tools, farming improved, and people could produce more food. This led to population growth. ● The Iron Age arrived when people learned to work with iron, which was even stronger and more plentiful than bronze. ● In the Iron Age people lived in roundhouses with thatched roofs.
<p><u>Year 3- Ancient Egyptian s</u></p>		<ul style="list-style-type: none"> ● Know that Egypt is located in North Africa, along the Nile River, and that this civilisation flourished thousands of years ago (from around 3100 BC). ● The Nile- The Nile was very important for farming, transportation, and daily life including drinking water and washing. Annual flooding of the Nile helped the Egyptians grow crops. 	<ul style="list-style-type: none"> ● The pharaohs were the powerful rulers of Ancient Egypt. ● There were different social classes including priests, nobles, farmers and slaves. 	<ul style="list-style-type: none"> ● Pyramids- Know the pyramids are iconic symbols of Ancient Egypt. They were built as tombs for the pharaohs and that treasures and artifacts were placed in these tombs alongside the pharaohs. ● Hieroglyphics- the Ancient Egyptians had a unique writing system called hieroglyphics, which used pictures to represent words and sounds.

		<ul style="list-style-type: none"> ● Gods & Goddesses- the Ancient Egyptians believed in many gods and goddesses, each with their own role. Some of the most important ones, were Ra (the sun god), Osiris (god of the afterlife), and Isis (goddess of magic). ● Afterlife- the Ancient Egyptians believed in an afterlife, and mummification was the process of preserving the bodies of the dead. Children learn some steps involved in mummification. 		<ul style="list-style-type: none"> ● Howard Carter- Know how we have found out about life in Ancient Egypt including Howard Carter and the discovery of Tutankhamun's tomb.
<p><u>Year 4- Romans and their impact on Britain</u></p>	<ul style="list-style-type: none"> ● Roman invasion of Britain -Know the reasons why the Romans invaded Britain, including the desire for resources and expansion of their empire. ● Boudicca and the Celts -Know the Celts resisted the invasion and Boudica led a rebellion against Roman Rule. Boudicca was a leader of a Celtic tribe who resisted Roman rule. ● Roman Army - The Roman army was successful because they were well equipped, well trained and paid. The army had centurions, legionaries and auxiliaries 	<ul style="list-style-type: none"> ● Rome - Know about the founding of Rome and its growth into a vast empire, including its geographical extent and how it was governed. ● Roman changes to Britain - Know the changes the Romans brought to Britain, such as new technologies, roads, towns, and architecture. ● Understand how we can see the legacy of the Romans in town features today eg. roads, aqueducts, architecture. 	<ul style="list-style-type: none"> ● Important Roman Figures - Know some important Roman figures including Julius Caesar, Claudius, and Hadrian ● Social Structures - Know Roman Britain had a distinct social structure, much like Rome itself, with clear divisions between different classes. ● Compare citizens with non-citizens and slaves. ● Know the majority of the population were non-citizens, mostly native Britons. They had fewer rights and opportunities. Their lives varied greatly depending on their role in society. 	<ul style="list-style-type: none"> ● Towns, buildings and roads - Compare the buildings and their functions in Roman times to that of the present day. ● Know the Romans built an extensive network of straight, durable roads that crisscrossed Britain. These roads facilitated trade, communication, and military movement. Some of these roads still form the basis of modern routes today. ● Understand that Roman towns in Britain were all built to very similar designs using a grid system: <i>compare to modern New York.</i> ● Know The Romans engineered sophisticated aqueducts to bring fresh water to towns and cities. They also developed advanced sewage and drainage systems to improve sanitation. ● Know The Romans introduced public baths, which were not only places for hygiene but also social

				<p>centers. These baths featured underfloor heating</p> <ul style="list-style-type: none">• Know The Romans introduced building with stone to Britain They built impressive villas, temples, and public buildings.
--	--	--	--	--

**Year 4-
Victorian
s**

- **Urbanisation-** Poorer families migrated from the countryside to live in towns and cities. They did this to access work in the new factories. This led to poor sanitation, overcrowding, slums and the loss of jobs in rural areas.
- **Child labour-** Many children worked in dangerous jobs in factories, mills and mines. This led to changes in laws to protect children.
- **Schools-** Not all poor children went to school. Education was very different for rich children- lessons in the home, boarding schools. Over time, state 'Board' schools were established and school became compulsory until age 11.

- **Queen Victoria-** this period of British History is named after Queen Victoria. She was ruler of Britain from 1837-1901. She was married to Prince Albert.
- **Class System-** the Victorian era had a strict class system (upper, middle and lower class). The lives of the rich and the poor were very different- working class had limited opportunities and poor living conditions.

- Know the Victorian era was a time of great innovation and change.
- **Industrial Revolution-** The development of steam power and the need for coal led to the industrial revolution and the development of factories.
- **Railway-** The arrival of the railway connected towns, cities and ports and increased trade and travel. Seaside resorts began to develop as people could now travel to go on holiday.
- **Transport-** The Victorian era saw the development of roads and canals for transportation- compare this to the Roman empire's development in transport.
- **Inventions-** the invention of the camera, postal system, safety bicycle, telephone, light bulb and railways happened in the Victorian era.
- **Local Area-** Know that Leeds was already known for wool production, but the Victorians, with their technological advancements, expanded the textile industry massively. They built huge factories like **Armley Mills**, employing thousands of workers. Leeds became a major city in Victorian times. Children look at street names and architecture for evidence of how many buildings were built during the Victorian era.

<p><u>Year 5- Saxons & Vikings</u></p>	<ul style="list-style-type: none"> ● Investigate the misconceptions of Vikings. (They didn't wear horned helmets, weren't just warriors etc). ● Invasion and settlements - To know that the Vikings and Saxons invaded Britain. ● Vikings - The Vikings were people from Scandinavia (Norway, Denmark, and Sweden) who were known for their seafaring skills and their raids on other lands. ● The Viking Age in Britain began in the late 8th century. ● The Vikings came to Britain to raid and plunder, but later, they also came to trade and settle. ● Anglo-Saxons -The Anglo-Saxons were a group of people who came from different parts of Europe (mainly Germany, Denmark, and the Netherlands) and settled in Britain after the Romans left. ● KnowThe Anglo - Saxons came to Britain around the 5th century AD. <p>How were they able to invade- To know that The Vikings and Saxons were able to invade and conquer large areas of Britain because:</p> <ul style="list-style-type: none"> ● Weakening of Roman Rule. ● The Saxons were skilled warriors and gradually established their own kingdoms in various parts of the island. ● The Vikings began raiding the coastal areas of Britain in the late 8th century. 	<p>Lifestyle - To know what a Viking and a Saxon village might have looked like.</p> <ul style="list-style-type: none"> ● Vikings and Anglo Saxons were farmers, craftspeople, and warriors. ● Learn about the importance of a saxon longhouse and contrast this with Roman buildings. ● Anglo-Saxons were famous for their art, such as intricate metalwork and the epic poem "Beowulf." ● Anglo Saxons initially had pagan beliefs with many gods, but later, Christianity became widespread. 	<ul style="list-style-type: none"> ● Separate tribes/communities -Britain was not a unified kingdom at this time but rather a collection of smaller, independent kingdoms. ● At first, the Anglo-Saxons and Vikings were enemies but later they traded with each other and even married each other. ● To know that part of Britain was ruled by the Vikings while the other parts were ruled by Anglo saxons. The part the Vikings ruled was called Danelaw. ● Some Viking leaders became kings of England. ● Eventually, a new group of people called the Normans came along and took over the whole of England in 1066. 	<ul style="list-style-type: none"> ● Weapons and ships -The vikings were skilled navigators and warriors, and their longships allowed them to travel quickly and attack unexpectedly. ● Both the Saxons and Vikings were fierce warriors with advanced weaponry and fighting techniques.
---	---	--	---	---

<p><u>Year 5- Mayans</u></p>	<ul style="list-style-type: none"> • Spanish conflict -Investigate the significance of Gonzales Guerrero and conflicts with the Spanish. 	<ul style="list-style-type: none"> • Mesoamerica -Know the Maya civilization flourished in Mesoamerica, which includes parts of modern-day Mexico, Guatemala, Belize, Honduras, and El Salvador. • Know the Mayan civilization spanned a long period, from around 250 AD to 900 AD. • City States - Know the Maya were not one unified empire but lived in independent city-states, each with its own ruler and government. • Decline - Know the Classic Maya civilization experienced a decline and collapse around the 9th century AD, with many cities being abandoned. The reasons for this collapse are still debated but may include factors such as overpopulation, environmental degradation, warfare, and drought. 	<ul style="list-style-type: none"> • Society and Religion - Know Mayan society was highly structured, with a king at the top, followed by nobles, priests, merchants, artisans, farmers, and slaves. • Know religion played a central role in Mayan life, with a complex pantheon of gods and goddesses. They built temples and performed rituals to honor their deities. 	<ul style="list-style-type: none"> • Writing and Maths - Know the Maya developed a complex writing system using hieroglyphs, which they used to record their history, beliefs, and knowledge. • Know the May were skilled mathematicians and astronomers, developing a sophisticated calendar system. • Architecture - Know the Maya built impressive cities with monumental architecture, including pyramids, temples, palaces, and observatories. • Leisure - Know the Maya played various games, including a ball game called Pok-ta-Pok, which had religious and ritual significance. • Know the Maya were skilled artists and craftspeople, producing intricate sculptures, pottery, textiles, and jade ornaments.
<p><u>Year 6- World War 2</u></p>	<ul style="list-style-type: none"> • Start of the War -Know that WW2 started in Sept 1939. • Know that the key reasons for the war are: <ul style="list-style-type: none"> ○ Germany felt they had been treated unfairly after WW1 ○ This led to Hitler's rise in popularity. ○ Hitler wanted more land and for all German speakers to live in one large country. ○ Germany invaded other countries and broke agreements set up after WW1. • Invasion and Occupation -Know some of the countries that Germany invaded and occupied (Poland, Denmark, Norway, 	<ul style="list-style-type: none"> • Appeasement - Know that Britain initially adopted a policy of appeasement which included allowing Germany to invade other countries without a consequence and allowing them to break agreements set up after WW1. • Know that the appeasement approach was taken to try to prevent another war. • The role of Women -Know that women's role in society changed during the war as they took on jobs that only men had previously undertaken such as working in factories, farming the land, working in organisations like the WRVS and working as spies. • Know that women played an important part in the war. • Evacuation - Know that some 	<ul style="list-style-type: none"> • Key roles/figures in the War -Know what a dictator is. • Know what a monarch is. • Know what a government is. • Know what a prime minister is. • Investigate the differences in these roles. • Know that Hitler was a dictator and leader of Germany. • Know that King George VI was King during WW2. • Know that Neville Chamberlain was Prime Minister at the start of WW2 but was succeeded by Winston Churchill in 1940. 	<ul style="list-style-type: none"> • Propaganda -Know that Britain and Germany used propaganda during the war. • Give examples of some of the propaganda that was used. • Bomb Shelters - Know that bomb shelters were developed during WW2 to protect people from bombing raids. • Know the different spaces used as makeshift bomb shelters (cellars, underground stations) • Rationing - Know that rationing was introduced by the government to ensure there was enough food for everyone.

	<p>France, Luxembourg, Yugoslavia and Greece.)</p> <ul style="list-style-type: none"> ● End of the War -Know that the war in Europe ended in May 1945. Britain celebrated VE day. The war in the Pacific ended in Sept 1945. 	<p>children were evacuated in the war. Evacuation was promoted as a positive thing in Britain but not all children had a positive experience.</p> <ul style="list-style-type: none"> ● Know some cities that children were evacuated from. ● Know that children were evacuated to rural areas. 		
<u>Year 6- Ancient Greece</u>	<ul style="list-style-type: none"> ● City States - Know that Ancient Greece was made up of city states. ● Know that Athens was a democratic state where democracy, art and philosophy were valued. ● Know that Sparta was a military state where size, strength and military skills were valued. ● Know that the Ancient Greeks had conflicts with the Persians and this included the Battle of Marathon. 	<ul style="list-style-type: none"> ● Know that the Ancient Greek period was from 77BC To 146BC. ● Civilisation - Know the Ancient Greeks were a civilisation because they had: <ul style="list-style-type: none"> ○ Stable food supply. ○ System of government. ○ Highly developed culture. ○ Written language. ○ Social structure. ○ Religious system. ○ Advances in technology. ● Know that the Ancient Greeks expanded the empire. ● Know that the Ancient Greek civilisation left a legacy which included democracy, developments in mathematics and science, the Olympics, mythology, medicine and theatre. 	<ul style="list-style-type: none"> ● Democracy - Know that democracy was a key part of Athenian life. ● Social Structure - Know the social structure of Ancient Athens and how this affected the life of the person including Upper class/aristocracy, Men, Women and children, people not from Athens and slaves. ● Investigate what daily life might have been like for these different social classes. ● Religion - To know that the Ancient Greeks worshipped a number of gods which all had specific areas of responsibility. ● Know some of the 12 'Olympian Gods that lived on Mount Olympus. 	<ul style="list-style-type: none"> ● Inventors - Know that the Ancient Greeks were great innovators. ● Know that these inventions included central heating, bridges, , viaducts, catapults, a range of musical instruments.

Historical Skills Progression

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Begin to make sense of their own life story and family's history.</p> <p>Recognises and describes special times or events for family or friends.</p> <p>Talk about past and</p>	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of</p>	<p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on a timeline</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on a timeline in relation to other studies</p> <p>Use relevant dates and terms Sequence up to 10 events on a timeline</p>

	<p>present events in their own lives and in the lives of family members</p> <p>Begin to sequence events in their life</p> <p>Identify artefacts from the past and present</p>		key events in lives	Understand the difference between BC and AD.	BC/AD		
Range and depth of historical understanding (Reasons and Results)	<p>Talk about past and present events in their own lives and in the lives of family members</p> <p>Compare and contrast figures from the past using stories</p>	<p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>
Interpretations and Significance of history	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p>	<p>Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event</p> <p>Compare pictures or photographs of people or events in the past</p> <p>Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources – compare different versions of the same story</p> <p>Look at representations</p>	<p>Look at the evidence available</p> <p>Begin to evaluate the usefulness of different sources</p> <p>Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction</p> <p>Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</p> <p>Be aware that different evidence will lead to different conclusions</p>

	Use stories to encourage children to begin to distinguish between fact and fiction Listen to adults talking about the past.			of the period – museum, cartoons etc			Confidently use the library and internet for research
Historical enquiry	Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling.	Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Use evidence to build up a picture of a past event Choose relevant material to describe and explain one aspect of life in time past Ask a variety of questions Use the library and internet for research	Begin to identify primary and secondary sources Use evidence to describe and explain a past event Select relevant sections of information Use the library and internet for research with increasing confidence	Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	Communicate their knowledge through: talk, discussion, drawing pictures, drama	Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models, Writing.. Using ICT			Recall, select and organise historical information Communicate their knowledge and understanding.	Select and organise information to produce structured work, making appropriate use of dates and terms.	

History Long Term Overview

	Unit A	Unit B	Unit C?
EYFS			
Year 1	The History of Toys	Significant people - The history of nursing	
Year 2	Explorers and Adventurers	The Transformation of London: The Great Fire of London	Local History- Royal visits to Leeds

Year 3	Britain from the Stone Age to Iron Age	Ancient Egyptians - the importance of archaeology	
Year 4	Romans and their impact on Britain	The Victorians and how the Industrial Revolution transformed Leeds	
Year 5	Saxons and Vikings - the struggle for control of Britain	The Golden Age of the Mayans: the Rise and Fall of an Empire	
Year 6	World War 2 and the Home Front.	Ancient Greece and the birth of democracy	