

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Autumn (H)	<p>Family customs and traditions</p> <p>Which customs and traditions can I describe?</p> <p>I can talk about some of the things that make me unique. I can talk about some of the similarities and differences in between myself and my friends or family.</p>	<p>Kings & Queens Changes in Royal family life over time & Bonfire Night</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Why are Kings and Queens important?</p> <p>Chronological Understanding I can sequence 3 or 4 artefacts from different periods of time. I can match objects to people of different ages. I can describe memories of key events in people’s lives.</p> <p>Range and depth I can know and recount episodes from stories about the past. I can recognise why people did things, why events happened and what happened as a result.</p> <p>Interpretations I can compare pictures or photographs of people or events in the past.</p> <p>Historical enquiry I can find answers to simple questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>	<p>Stone Age to Iron Age</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>What changes took place in Britain from the Stone Age to the Iron Age?</p> <p>Chronological Understanding I can use dates and terms related to the Stone Age and Iron Age. I can begin to date events in the Stone Age and Iron Age. I can understand BCE and CE (BC and AD).</p> <p>Range and depth I can find out about everyday lives of people in time studied. I can compare with our life today. I can use evidence to reconstruct life in Stone Age and Iron Age. I can identify key features and events of time studied. I can identify changes in Britain from the Stone Age to the Iron Age.</p> <p>Interpretations I can look at different representations of the time period. I can use a range of historical information.</p> <p>Historical enquiry I can use the library and internet for research. I can choose relevant material to present a picture of one aspect of life in time past. I can select and record information relevant to the study.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>	<p>Anglo Saxons N.B. when teaching, make links with Maya</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>How are the Anglo Saxons similar/different to the Maya?</p> <p>Chronological Understanding I can make comparisons between different times in the past. I can place the Anglo Saxons on a timeline in relation to other studies. I can use relevant dates and terms. I can sequence up to 10 events on a timeline.</p> <p>Range and depth I can examine causes and results of great events and the impact on people. I can compare beliefs and behaviour of another time studied. I can know key dates, characters and events of the Anglo Saxons.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use evidence to build up a picture of a past event. I can use books and the internet for research with increasing confidence. I can bring knowledge gathered from several sources together in a fluent account.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring (L)</p>	<p>Faiths, traditions and cultures locally and globally.</p> <p>Which festivals and traditions can I talk about?</p> <p>I can talk about cultures and traditions from different countries. I can understand that people have different beliefs to my own.</p>	<p>Events beyond living memory e.g. The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>What made the Great Fire of London “Great”?</p> <p>Chronological Understanding I can sequence artefacts closer together in time.</p> <p>Range and depth I can identify differences between ways of life then and now.</p> <p>Interpretations I can use stories to distinguish between fact and fiction. I can compare 2 versions of a past event. I can discuss reliability of different stories.</p> <p>Historical enquiry I can use observations about a source to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>	<p>Greeks Influences on today & the western world</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world; the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>What influence did the Ancient Greeks have on today?</p> <p>Chronological Understanding I can place events from the period studied on a timeline. I can sequence several events or artefacts. I can use dates and terms related to the study unit and passing of time.</p> <p>Range and depth I can compare with our life today. I can look for links and effects in the time studied. I can identify reasons for and results of people’s actions.</p> <p>I can recognise how the Ancient Greeks have had an influence on life today (e.g. art, architecture etc).</p> <p>Interpretations I can identify and give reasons for different ways in which the past is represented. I can begin to evaluate the usefulness of different sources.</p> <p>Historical enquiry I can observe small details from artefacts and pictures. I can use the library and internet for research. I can select and record information relevant to the study. I can ask relevant questions.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>	<p>Local History Changing farms Link to Anglo Saxons</p> <p>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); changes in an aspect of social history</p> <p>How has farming changed since the Anglo Saxons?</p> <p>Chronological Understanding I can use relevant terms and periods labels. I can make comparisons between different times in the past.</p> <p>Range and depth I can compare life in early and late ‘times’ studied. I can compare an aspect of life with the same aspect in another period.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can offer some reasons for different versions of events.</p> <p>Historical enquiry I can begin to identify primary and secondary sources. I can select relevant sections of information.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer (H)</p>	<p>Own history and that of others.</p> <p>Which significant events from life can I remember?</p> <p>I can talk about significant events in my own life and that of my family.</p> <p>I can put events from my own life in time order.</p> <p>I can talk about customs and traditions that my family enjoy together.</p>	<p>Significant historical event/person from the locality E.g. Thomas Telford & canals</p> <p>Significant historical events, people and places in their own locality.</p> <p>Why are canals important to Ellesmere Port?</p> <p>Chronological Understanding I can match objects to people of different ages. I can sequence 3 or 4 artefacts (e.g. bridges) from different periods of time.</p> <p>Range and depth I can recognise why people did things and what happened as a result.</p> <p>Interpretations I can compare pictures or photographs of people or events in the past. (E.g. how is a canal used)</p> <p>Historical enquiry I can find answers to simple questions about the past using sources.</p> <p>Organisation & Communication I can present information in a range of ways.</p>	<p>Romans inc. local history How did the Romans influence Chester?</p> <p>The Roman Empire and its impact on Britain</p> <p>How did the Romans influence Chester?</p> <p>Chronological Understanding I can place the time studied on a timeline (relate to Iron Age and Greeks). I can sequence several events or artefacts. I can understand more complex terms, including BCE and CE (BC and AD). I can place events from the Roman period on a timeline.</p> <p>Range and depth I can compare with our life today. I can identify reasons for and results of people's actions. I can identify key features and events of time studied. I can offer a reasonable explanation for some events. I can understand why people may have wanted to do something.</p> <p>I can recognise how Chester has been influenced by the Romans.</p> <p>Interpretations I can distinguish between different sources – compare different versions of the same story. I can identify and give reasons for different ways in which the past is represented. I can look at the evidence available (Grosvenor Museum Resource Box). I can begin to evaluate the usefulness of different sources. I can look at representations of the period e.g. museum.</p> <p>Historical enquiry I can use a range of sources to find out about a period. I can use evidence to build up a picture of a past event. I can use the library and internet for research. I can select and record information relevant to the study. I can ask relevant questions.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>	<p>Vikings Including local history/place names etc.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Did the Vikings and Anglo Saxons get on?</p> <p>Chronological Understanding I can know and sequence key events of the time studied. I can use relevant dates and terms. I can make comparisons with different times in the past.</p> <p>Range and depth I can study different aspects of different people – differences between men and women. I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Interpretations I can offer some reasons for different versions of events. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use books and the internet for research with increasing confidence. I can recognise primary and secondary sources.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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History Long Term Overview (2 year rolling programme) – Year B

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Autumn (L)	<p>Family customs and traditions</p> <p>Which customs and traditions can I describe?</p> <p>I can talk about some of the things that make me unique. I can talk about some of the similarities and differences in between myself and my friends or family.</p>	<p>Changes in living memory Toys</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Would you prefer your toys or your grandparents’ toys, and why?</p> <p>Chronological Understanding I can sequence events in my life. I can describe memories of key events in my life.</p> <p>Range and depth I can recognise the difference between the past and present in my own life. I can identify differences between ways of lives at different times.</p> <p>Interpretations I can compare adults talking about the past and suggest how reliable their memories are. I can discuss reliability of photos/accounts and stories.</p> <p>Historical enquiry I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>	<p>Maya</p> <p>A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900</p> <p>What made the Maya special?</p> <p>Chronological Understanding I can use dates and terms relating to the Maya civilisation and the passing of time. I can place events from the Maya civilisation on a timeline.</p> <p>Range and depth I can find out about everyday lives of people in the Maya. I can use evidence to reconstruct life in the Maya. I can compare with our life today. I can understand why people may have wanted to do something.</p> <p>Interpretations I can identify and give reasons for different ways in which the past is represented. I can look at the evidence available. I can begin to evaluate the usefulness of different sources.</p> <p>Historical enquiry I can use the library and internet for research. I can choose relevant material to present a picture of one aspect of life in time past. I can select and record information relevant to the study. I can ask relevant questions.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>	<p>Crime & Punishment</p> <p>Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present.</p> <p>Has crime and punishment always been fair?</p> <p>Chronological Understanding I can make comparisons between different times in the past. I can sequence up to 10 events on a time line.</p> <p>Range and depth I can compare life in early and late ‘times’ studied. I can compare an aspect of life with the same aspect in another period. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can be aware that different evidence will lead to different conclusions. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can select relevant sections of information. I can use books and the internet for research with increasing confidence. I can suggest omissions and the means of finding out.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>

Faiths, traditions and cultures locally and globally.

Which festivals and traditions can I talk about?

I can talk about cultures and traditions from different countries.

I can understand that people have different beliefs to my own.

Significant person in History

Florence Nightingale (compare FN to another medical person in another time period)

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 e.g. Florence Nightingale and Edith Cavell

What makes Florence Nightingale special?

Chronological Understanding

I can sequence 3 or 4 artefacts from different periods of time.

I can sequence artefacts closer together in time.

Range and depth

I can recognise the difference between past and present between their own and others' lives (e.g. comparing nursing now and then).

I can recognise why people did things, why events happened and what happened as a result.

Interpretations

I can use stories to distinguish between fact and fiction.

I can discuss reliability to photos/accounts/stories.

Historical enquiry

I can find answers to simple questions about the past from sources of information.

I can observe or handle sources to answer questions about the past.

Organisation & Communication

I can present information in a range of ways.

Liverpool

Changes over time e.g. fashion, buildings, trade etc.

A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality, including changes in social history.

How has Liverpool changed since 1900?

Chronological Understanding

I can place events from 1900 to the present day on a timeline.

I can sequence several events or artefacts.

I can use terms related to the period and begin to date events.

Range and depth

I can compare with our life today.

I can find out about everyday lives of people in the time studied (then and now).

I can look for links and effects in the time studied.

I can offer a reasonable explanation for some events.

I can understand why people may have wanted to do something.

Interpretations

I can distinguish between different sources – compare different versions of the same story.

I can begin to evaluate the usefulness of different sources.

I can look at the evidence available.

Historical enquiry

I can use a range of sources to find out about a period.

I can observe small details, artefacts and pictures.

I can use the library and internet for research.

I can select and record information relevant to the study.

I can ask relevant questions.

Organisation & Communication

I can recall, select and organise historical information.

I can communicate my knowledge and understanding.

Ancient Egypt

What did the Ancient Egyptians invent? What is their legacy?

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

What did the Ancient Egyptians invent? What is their legacy?

Chronological Understanding

I can know and sequence key events of the Egyptians.

I can make comparisons between different times in the past.

I can use relevant dates and terms.

Range and depth

I can find out beliefs, behaviour and characteristics of the Ancient Egyptians.

I can compare beliefs and behaviour with another time studied.

I can know key dates, characters and events of the Ancient Egyptians.

Interpretations

I can compare accounts of events from different sources – fact or fiction.

I can link sources and work out how conclusions were arrived at.

I can be aware that different evidence will lead to different conclusions.

I can confidently use books and the internet for research.

Historical enquiry

I can use evidence to build up a picture of a past event.

I can use books and the internet for research with increasing confidence.

I can bring knowledge gathered from several sources together in a fluent account.

Organisation & Communication

I can select and organise information to produce structured work, making appropriate use of dates and terms.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer (L)</p>	<p>Own history and that of others.</p> <p>Which significant events from life can I remember?</p> <p>I can talk about significant events in my own life and that of my family. I can put events from my own life in time order. I can talk about customs and traditions that my family enjoy together.</p>	<p>Significant Person in History Africa Explorer (David Livingstone – Christian missionary) to link with Geography topic on Kenya</p> <p>Significant people in history</p> <p>Who is David Livingstone and what did he do?</p> <p>Chronological Understanding I can sequence key events in a person’s life.</p> <p>Range and depth I can know and recount episodes from stories in the past. I can recognise why people did things and what happened as a result.</p> <p>Interpretations I can compare adults talking about the past – how reliable are their memories (e.g. visitor recounting their trip to Africa). I can compare pictures or photographs of people or events in the past.</p> <p>Historical enquiry I can find answers to simple questions about the past from sources of information. I can observe or handle sources to answer questions about the past.</p> <p>Organisation & Communication I can present information in a range of ways.</p>	<p>Local History Study Hill forts (Iron Age) e.g. Helsby</p> <p>A depth study linked to one of the British areas of study listed above (Iron Age)</p> <p>Should we build on an ancient hill fort?</p> <p>Chronological Understanding I can place the time studied on a timeline. I can understand more complex terms, including BCE and CE (BC and AD). I can use terms related to the period.</p> <p>Range and depth I can find out about everyday lives of people in the time studied. I can use evidence to reconstruct life in the time studied. I can understand why people may have wanted to do something.</p> <p>Interpretations I can look at the evidence available. I can identify and give reasons for different ways in which the past is represented.</p> <p>Historical enquiry I can use evidence to build up a picture of a past event. I can use the library and internet for research. I can select and record information relevant to the study. I can ask relevant questions.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>	<p>The Battle of Britain Including local history</p> <p>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; a significant turning point in British history</p> <p>How did the Battle of Britain affect our local area?</p> <p>Chronological Understanding I can place the Battle of Britain on a timeline in relation to other studies. I can sequence key events of this time period. I can use relevant dates and terms.</p> <p>Range and depth I can study different aspects of different people – differences between men and women in WWII. I can examine causes and results of great events and the impact on people. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation.</p> <p>Interpretations I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can offer some reasons for different versions of events. I can confidently use books and the internet for research.</p> <p>Historical enquiry I can use evidence to build up a picture of a past event. I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out.</p> <p>Organisation & Communication I can select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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