



Curriculum Coverage for History

Sunnyhill Primary School



This is the History knowledge that the children should cover over their time with us, building on their skills each year. It has been split into five strands:

Chronological Understanding

Historical Enquiry

Historical Interpretation

Knowledge and understanding of the past

Organisation and communication

EYFS Development Matters-

Understanding the world: People and communities

- Children talk about past and present events in their own lives and in the lives of family members.

	Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge and understanding of the past	Organisation and communication
Nursery & Reception	To use vocabulary related to what has happened and what will happen. To use past, present and future tenses accurately.	To use pictures or artefacts and talk about what they are and whether they were old or new.	To look at different pictures and artefacts and give suggestions as to if the object is old and new	To recount events that happened in the past. Personal History	Draw or sequence things that have happened in the past.

National Curriculum: Key Stage 1-

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 it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

By the end of Key Stage 1 pupils should know about:

- 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.

	Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge and understanding of the past	Organisation and communication
Year 1	<p>To understand the difference between things that happened in the past and the present.</p> <p>To know about things that happened to me and other people in the past.</p>	<p>To look at pictures or objects and answer, "Which things are old and which are new?"</p> <p>To look at pictures or objects from the past and try to answer "What were they used for?"</p>	<p>To look at pictures to help me find out about the past.</p> <p>To listen to stories to help me find out about the past.</p>	<p>To find facts about people and events before living memory.</p> <p>To say why people may have acted as they did.</p>	<p>To sort events or objects into groups such as 'then' and 'now'.</p> <p>To use simple time lines to order events or objects.</p> <p>To draw pictures of things about the past.</p>

	To use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.	To look at pictures or objects from the past and try to answer, "What were people doing?"			To use sentences to write about things in the past.
Year 2	<p>To understand and use the words 'past' and 'present'.</p> <p>To put people, events and objects in order of when they happened using a scale the teacher has given me.</p> <p>To use words and phrases such as: 'recently', 'when my parents / carers were children', 'decades' and 'centuries'</p>	<p>To use information to help me answer, "What happened in the past?"</p> <p>To use historical language to answer, "How long ago did an event happen?"</p> <p>To use information to help me answer, "What was it like for people in the past?"</p>	<p>To look at historical artefacts to help me find out about the past.</p> <p>To visit an historic building, museum or gallery to help me find out about the past.</p>	<p>To use information found out about the past to describe the differences between then and now.</p> <p>To give reasons why people in the past may have acted in the way they did.</p> <p>To recount the main events from a significant event in history.</p>	<p>To describe historical objects, people or events.</p> <p>To use time lines to order objects, events or people.</p> <p>To draw and label diagrams about people, objects or events from the past.</p> <p>To use writing skills to tell stories about the past.</p>

National Curriculum: Key Stage 2-

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.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

By the end of Key Stage 2 pupils should know about:

- 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 to the time of Edward the Confessor
 - a local history study
 - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
 - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
 - Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge and understanding of the past	Organisation and communication
Year 3	<p>To use a time line divided into centuries to order events</p> <p>To understand and use words and phrases such as century, decade, Before Christ, Anno Domini, after, before, during.</p>	<p>To use a variety of secondary sources to collect evidence about the past.</p> <p>To use a variety of secondary sources to answer questions about people, places, objects or events in the past.</p>	<p>To look at two versions of the same event in history and have identify differences in the accounts.</p> <p>To give reasons why there may be different accounts of history.</p>	<p>To use evidence to describe the society and culture of a people and how they have changed during an historical period.</p> <p>To use evidence to give reasons why changes may have occurred.</p> <p>To describe how some of the things that have been studied from the past affect life today.</p>	<p>To present findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>To consider the most appropriate way to present information about the past for a specific audience.</p>
Year 4	<p>To use a time line divided into historical periods to order events about both in this country and abroad.</p> <p>To understand and use words such as 'social', 'religious', 'political', 'technological' and 'cultural' to describe the changes within and between historical periods.</p>	<p>To use a variety of secondary sources to collect evidence about the past.</p> <p>To choose between a variety of secondary sources to best answer questions about people, places, objects or events in the past.</p>	<p>To look at different versions of the same event in history and have identified differences in the accounts.</p> <p>To know and understand the difference between facts, opinion, propaganda and misinformation.</p> <p>To give reasons why there may be different accounts of history.</p>	<p>To use reliable evidence to describe the society and culture of a people and how they have changed during and between historical periods.</p> <p>To use evidence to give reasons why changes may have occurred.</p> <p>To describe how some of the things from the past affect life today.</p>	<p>To present findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>To use dates and terms accurately.</p> <p>To choose the most appropriate way to present information about the past for a specific audience.</p>

	Chronological Understanding	Historical Enquiry	Historical Interpretation	Knowledge and understanding of the past	Organisation and communication
Year 5	<p>To use a time line divided into historical periods to order changes and developments in culture, technology, religion and society from around the world.</p> <p>To understand and use words such as 'era', 'decade', 'century', 'social', 'religious', 'political', 'technological' and 'cultural' to describe the changes within and between historical periods.</p>	<p>To use a variety of secondary sources to collect evidence about the past.</p> <p>To give reasons for choosing between a variety of secondary sources to best answer questions about people, places, objects or events in the past.</p>	<p>To evaluate historical evidence in order to choose that which is most reliable.</p> <p>To give reasons why there may be different accounts of history.</p>	<p>To use reliable evidence to describe the society and culture of a people and how they have changed during and between historical periods.</p> <p>To use evidence to give reasons why these changes may have occurred.</p> <p>To describe how some of the things from the past affect life today.</p>	<p>To present findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>To use dates and terms accurately.</p> <p>To choose the most appropriate way to present information about the past for a specific audience.</p> <p>To use the key vocabulary of the time to convey understanding of the past.</p>
Year 6	<p>To use a time line divided into historical periods to order changes and developments in culture, technology, religion and society from around the world.</p> <p>To understand and use words such as 'era',</p>	<p>To use a variety of secondary sources to collect evidence about the past.</p> <p>To give reasons for choosing between a variety of secondary sources to best answer questions about people, places, objects or events</p>	<p>To evaluate historical evidence in order to choose that which is most reliable.</p> <p>To give reasons why there may be different accounts of history.</p>	<p>To use reliable evidence to describe the society and culture of a people and how they have changed during and between historical periods.</p> <p>To use evidence to give reasons why these changes may have</p>	<p>To present findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</p> <p>To use dates and terms accurately.</p> <p>To choose the most appropriate way to</p>

	<p>'decade', 'century', 'social', 'religious', 'political', 'technological' and 'cultural' to describe the changes within and between historical periods.</p>	<p>in the past.</p>		<p>occurred. To describe how some of the things from the past affect life today.</p>	<p>present information about the past for a specific audience. To use the key vocabulary of the time to convey understanding of the past.</p>
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