



St Joseph's Catholic Primary School History Learning Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Changes in living memory I'm Making History Changes within living memory. My timeline Christmas now and then/Toys</p> <p>Lives of significant individuals: Who has helped make History? Significant individuals in the past, local significant people George Stephenson/Lord Armstrong</p> <p>Changes in living memory linking to aspects of change in national life: History Detectives- Changes within living memory/places in locality</p>	<p>Significant historical events, people and places in their locality: Why are some places special in the North East? The Tyne Bridge</p> <p>Events beyond living memory significant nationally or globally: Fantastic Firsts/Electricity at Cragside</p> <p>Changes within living memory and beyond: Compare 1950s holidays with Victorian times: Tynemouth</p>	<p>Changes in Britain from the Stone Age to the Iron Age- The Stone Age Who were Britain's first builders?'</p> <p>Ancient Greece: How have the Greeks shaped my world?</p> <p>The achievements of the earliest civilisations-Ancient Egypt: Why did the Ancient Egyptians build pyramids?</p>	<p>The Roman Empire and its impact on Britain: A local History study: Why did the Romans settle in Benwell?</p> <p>The Roman Empire and its impact on Britain: What was daily life like for Romans?</p> <p>Britain's settlement by Anglo-Saxons and Scots What happened when the Romans left Britain?</p>	<p>Britain's settlement by Anglo-Saxons and Scots - The Vikings: Were the Vikings really vicious?</p> <p>A non-European society that provides contrasts with British history - The Mayans: Who was making History in faraway places in the year 1000? Mayan Civilisation</p> <p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 - History in the local area, History of the school Landmarks- Grainger Town</p>	<p>A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history: World War II</p> <p>Ancient Civilisations: The Shang Dynasty</p> <p>An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality: The Boy and the Hall (Benwell Hall)</p>
National Curriculum Expectations			St. Joseph's History Topics		



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Chronological Understanding

<p>As an historian: Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Use dates to talk about people or events from the past?</p> <p style="color: red;">Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were</p>	<p>As an historian: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? Can I connect my new learning of historical people or events to others that I have learnt about before?</p> <p style="color: red;">Can I understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, years, decades</p>	<p>As an historian: Am I beginning to use dates and historical terms to describe events? Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?</p>	<p>As an historian: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates?</p>	<p>As an historian: Can I use dates and historical terms more accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change?</p>	<p>As an historian: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history</p>
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<p>children, in the times?</p>	<p>and centuries, in my lifetime, in my parents' /carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the period, in times?</p>	<p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, BC, AD, time period, change, ancient, century, decade?</p>	<p>Can I understand the concept of change over time, representing this, along with evidence, on a time line?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology, ancient, century, decade?</p>	<p>Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line?</p> <p>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</p> <p>Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade?</p>	<p>and contrast them with times of relatively little change?</p> <p>Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line?</p> <p>Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line?</p> <p>Can I make connections and contrasts between different time periods studied and talk about trends over time?</p> <p>Can I understand and use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy?</p>
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Historical Enquiry					
<p>As an historian: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources,</p>	<p>As an historian: Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book?</p>	<p>As an historian: Am I beginning to use evidence to ask questions and find answers to questions about the past? Am I beginning to suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?</p>	<p>As an historian: Can I use evidence to ask questions and find answers to questions about the past? Can I suggest suitable sources of evidence for historical enquiry? Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history? Can I recognise the part that archaeologists have</p>	<p>As an historian: Can I devise historical questions about the period I am studying? Can I seek out and analyse a range of evidence in order to justify claims about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question? Can I appreciate how historical artefacts have helped us understand</p>	<p>As an historian: Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying? Can I seek out and analyse a wide range of evidence in order to justify claims about the past? Can I use sources of information to form testable hypotheses about the past? Can I understand that no single source of evidence gives the full answer to questions about the past? Can I test out a hypothesis in order to answer a question?</p>



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<p>such as an information book or pictures?</p> <p>Can I understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate?</p>	<p>Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?</p> <p>Can I understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate?</p>	<p>Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past? Am I beginning to use research skills in finding out facts about the time period I am studying? Am I beginning to compare and contrast different forms of evidence in my research? Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>had in helping us understand more about what happened in the past? Can I use my research skills in finding out facts about the time period I am studying? Through my research, can I compare and contrast different forms of evidence? Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p>	<p>more about British lives in the present and past? Can I use some different sources of evidence to deduce information about the past? Can I select suitable sources of evidence, sometimes giving reasons for choices? Can I give a reason to support an historical argument? Can I identify propaganda and begin to show my understanding of it? Can I refine lines of enquiry as appropriate?</p>	<p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? Can I use a wide range of sources of evidence to deduce information about the past? Can I select suitable sources of evidence, giving reasons for choices? Can I give more than one reason to support an historical argument? Can I identify and explain my understanding of propaganda? Can I refine lines of enquiry as appropriate?</p>
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Knowledge and Interpretation					
<p>As an historian: Can I answer questions using a range of artefacts/ photographs/pictures provided? Can I talk about the different ways that the past is represented? Can I recount some interesting facts from an historical event? Can I talk about some important people from the past? Can I talk about how their actions changed the way we do things today?</p>	<p>As an historian: Can I describe historical events? Can I describe significant people from the past and talk about what they did? Can I explain the causes of an historical event and what the consequences were? Can I explain what impact that significant events from the past have had on the way we live today? Can I talk about similarities and</p>	<p>As an historian: Am I beginning to give reasons why certain events happened as they did in history? Can begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I</p>	<p>As an historian: Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of life in Britain under the Roman</p>	<p>As an historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and</p>	<p>As an historian: Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same?</p>



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<p>Can I recognise that there are reasons why people in the past acted as they did?</p> <p>Can I tell you how I found out about people or events in the past?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I show an understanding of the word 'nation' and the concept of a nation's history?</p> <p>Can I show an understanding of</p>	<p>differences between two different time periods?</p> <p>Can I explain how local people or events in history have changed things nationally or internationally?</p> <p>Can I explain why someone in the past acted in the way they did?</p> <p>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people? Can I talk about what type of evidence is reliable when</p>	<p>beginning to describe changes that have happened in the locality of the school throughout history?</p> <p>Can I give a broad overview of what life was like in Ancient Greece?</p> <p>Am I beginning to compare some of the times studied with those of other areas of interest around the world?</p> <p>Am I beginning to describe the social, cultural or religious diversity of past societies?</p> <p>Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children?</p>	<p>Empire? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies?</p> <p>Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children?</p> <p>Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ?</p> <p>Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>things which have stayed the same?</p> <p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of</p>	<p>Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time?</p> <p>Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied?</p> <p>Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world?</p> <p>Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of</p>
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<p>concepts such as monarchy, parliament, war and peace when learning about historical events?</p> <p>Can I understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>finding out about the past? Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation? Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events? Can I create my own accounts of historical people or events?</p> <p>Can I understand and use vocabulary such as: find out, explain, reasons, events, causes, consequences, impact, affected, actions, time periods?</p>	<p>Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to communicate information about the past?</p>		<p>the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p>	<p>the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p>
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