



# The Eliot Bank and Gordonbrock Schools Federation



## HISTORY CURRICULUM OVERVIEW

### Curriculum Expectations

	Chronological Understanding	Historical Enquiry	Historical Interpretation
Rec	<ul style="list-style-type: none"><li>• I can talk about the lives of the people around me and their roles in society</li><li>• I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li><li>• I understand the past through settings, characters and events encountered in books read in class and storytelling</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Year 1	<ul style="list-style-type: none"><li>• I can place homes in chronological order and explain why</li><li>• I can use words and phrases such as: now, a long time ago, before I was born, when my parents/grandparents were young</li><li>• I can sort toys into chronological order and use relevant time language to give reasons and describe this</li></ul>	<ul style="list-style-type: none"><li>• I can ask and answer questions about old and new homes</li><li>• I can look closely at household objects and pictures from the past and ask, 'what were they used for?' and try to answer</li><li>• I can listen to stories to help me find out about the past</li><li>• I can look at toys from the past and ask relevant questions, for example, 'what were they used for?'</li></ul>	<ul style="list-style-type: none"><li>• I can identify different ways to represent the past (photos, stories, adults talking)</li><li>• I can use a range of historical sources to answer questions (pictures, people, museums)</li></ul>

<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can order the events of the Great Fire of London</li> <li>• I can place the Great Fire of London on a timeline</li> <li>• I can use appropriate language associated with the passing of time</li> <li>• I can sequence photos from different periods</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify different ways in which the past is represented (e.g. diaries, painting) and ask questions about these</li> <li>• I can talk about the effectiveness of sources and how reliable they are</li> <li>• I can suggest different ways to find out about holidays in the past</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out about the Great Fire of London using different sources (e.g. paintings, stories, eye-witness accounts, artefacts, visits)</li> <li>• I can collect information about the past by asking questions of people who were alive before me and from objects and pictures</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I can sequence the events of WWII</li> <li>• I can place WWII on a timeline of other events I have studied (Great Fire of London, Victorians, etc.)</li> <li>• I can remember some key dates</li> <li>• I can recognise that the past can be divided into periods, e.g. ancient, modern, BC, AD</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of sources to find out about the period I am studying</li> <li>• I can use different sources to ask and answer questions</li> <li>• I can understand that archeologist have helped us find out more about the past</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify and give reasons for different ways in which the past is represented</li> <li>• I can look at a range for different sources and evaluate their usefulness</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I can use a timeline to place Ancient Greeks and understand that this happened BC and AD</li> <li>• I can use words and phrases to describe the passage of time, including BC, AD, ancient, modern</li> <li>• I can describe the main changes in a period in history (using words such as social, religious, political, technological, cultural)</li> </ul>	<ul style="list-style-type: none"> <li>• I can find out about the Celts and Romans using different sources (e.g. artefacts, photos, artist impressions)</li> <li>• I can use evidence to build up a picture of a past event</li> <li>• I can select and combine information from a range of sources (e.g. archive materials, the Internet, pictures, artefacts, visits to museums) to answer specific questions</li> <li>• I can use evidence to build up a picture of a past events</li> </ul>	<ul style="list-style-type: none"> <li>• I can look at two versions of the same event in history and identify differences in the accounts</li> <li>• I can give reasons why there may be different accounts of history</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I can use a timeline the Ancient Maya and The Vikings and Saxons and the previous periods learned about</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to identify primary and secondary sources</li> <li>• I can use a range of different evidence to build up a picture of life in the periods studied</li> </ul>	<ul style="list-style-type: none"> <li>• I can look at two versions of the same event in history and identify differences in the accounts</li> <li>• I can give reasons why there may be different accounts of history</li> </ul>

	<ul style="list-style-type: none"> <li>• I can use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time</li> <li>• I can make comparisons between different times in history</li> </ul>	<ul style="list-style-type: none"> <li>• I can 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</li> <li>• I can understand the role of archaeologists in finding out about the past</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can describe the main changes in a period in history (using words such as social, religious, political, technological and cultural)</li> <li>• I can place the Tudor period on a timeline of British history and place it with other periods I studied</li> <li>• I can recall dates from key periods and events</li> <li>• I can identify connections, contracts and trends over time</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise primary and secondary sources</li> <li>• I can use a range of sources to find out about the past</li> <li>• I can suggest how to find out about the past and bring several sources together in one account</li> <li>• I can use a range of sources to find out about the past</li> </ul>	<ul style="list-style-type: none"> <li>• I can link sources to make inferences and deductions</li> <li>• I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>• I know that different evidence will lead to different conclusions</li> </ul>