

History Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Development Matters Framework Begin to make sense of their own life-story and family's history. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enquiry questions covered: How have I changed since I was a baby? What are our favourite celebrations each year? Why do we wear different clothes at different times of the year?</p>					
Year 1		<p><u>Toys through time -living memory</u> <i>How have toys changed over time and how do we know?</i> Events within living memory Cultures and pastimes Artefacts Local History</p> <p>similarity and difference Old and new Ask questions</p> <p>Use artefacts, pictures, stories, online sources</p> <p>Place artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p>	<p><u>History of Flight- Wright Brothers</u></p> <p>How has flight changed over time? Local link and visit- Brooklands Museum. Local figure: link to Hilda Hewlett</p> <p>Events and people beyond living memory Travel and exploration Local History Location achievements and legacy</p> <p>Ask questions</p> <p>Use artefacts, pictures, stories, online sources</p> <p>Describe significant people from the past.</p>			<p><u>Healthcare Florence Nightingale and Edith Cavell</u> How did Florence Nightingale and Edith Cavell help improve hospitals?</p> <p>Events society culture and pastimes artefacts local history- royal surrey</p> <p>Ask questions such as: Who and why do we remember Edith Cavell?</p> <p>What was it like for people? Use artefacts, pictures, stories, online sources</p> <p>Place events and artefacts in order on a time line.</p>

		<p>Recount changes that have occurred in their own lives..</p>	<p>Sequencing: Place events and artefacts in order on a time line.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of the concept of nation and a nation's history.</p>			<p>Use dates where appropriate.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>
Year 2	<p><u>Battle of Hastings</u> <i>Who was William the Conqueror and why did he build castles?</i> Local History-Guildford Castle Conflict Events Settlement Location Observe or handle evidence to ask questions and find answers to questions about the past.What happened? How long ago?Use artefacts, pictures, stories, online sources and</p>	<p><u>Great Fire of London.</u> Why did the Great fire of London cause so much damage and what happened as a result? Events artefacts Samuel Pepys Local history -diarist John Evelyn Observe or handle evidence to ask questions and find answers to questions about the past. What happened? How long ago? Use artefacts, pictures, stories, online sources</p>			<p><u>Polar Explorers- Robert Falcon Scott and Felicity Aston</u></p> <p><i>What happened in the 'Race to the South Pole' and why is Captain Scott remembered?</i></p> <p><i>Do people still explore the Polar regions today?</i></p> <p>Travel and exploration empire Observe or handle evidence to ask questions and find</p>	

	<p>databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>• Show an understanding of the concept of nation and a nation's history.</p>	<p>and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p>			<p>answers to questions about the past. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented.</p> <p>Describe historical events.</p> <p>Place events and artefacts in order on a time line.</p> <p>Use dates where appropriate.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>• Show an understanding of the concept of nation and a nation's history.</p>	
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<p>Year 3</p>	<p>Stone Age <i>What was 'new' about the New Stone Age?</i> Food and Farming Settlements Artefacts Society Location Beliefs and pastimes</p> <p><u>To investigate and interpret the past</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Give a broad overview of life in Britain from ancient until mediaeval times. • Compare some of the times studied with those of other areas of interest around the world. 		<p>Bronze to Iron Age <i>How did life change in Britain during the Bronze Age and Iron Age? Was it for the better?</i></p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 			<p>Ancient Egyptians and early civilizations <i>Overview lesson: What does a civilization need to grow and succeed?</i></p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p><i>What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?</i></p> <p>Beliefs Achievements Food and farming</p> <p>Use evidence to ask questions and find answers Describe the social, ethnic, cultural or religious diversity of past society. Suggest suitable sources of evidence for historical enquiry Use more than one source of evidence for historical enquiries. Use sources in order to gain a more accurate understanding of history. Describe different accounts of a historical event,</p>
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	<p><u>To build an overview of world history</u></p> <p>Describe the social, ethnic, cultural or religious diversity of past society</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><u>Understand chronology</u></p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p> <p><u>Communicate historically</u></p> <p>Use appropriate historical vocabulary to communicate, including: dates,</p>					<p>Use sources in order to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
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	time period, era, change, chronology					
Year 4		<p><u>Roman Britain</u></p> <p><i>How did the Roman Empire affect life in Britain?</i></p> <p>conflict society artefacts main events cultures and pastimes</p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquire more than one source of evidence for enquiries. <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <ul style="list-style-type: none"> • Use order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. <p>Compare some of the times studied with those of other areas of</p>		<p><u>Britain's settlement by the Anglo Saxons and Scots</u></p> <p><i>What new ideas and beliefs did the Anglo-Saxons and Scots bring to Britain?</i></p> <p>Local history- Guildford Saxon village beliefs conflict beliefs main events</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Give a broad overview of life in Britain from ancient until medieval times.</p> <ul style="list-style-type: none"> • Use dates and terms to describe events. <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 		<p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p><i>Raiders or settlers: how should we remember the Vikings?</i></p> <p><i>How did the Anglo Saxons come to an end?</i></p> <p>conflict society</p> <p>Use evidence to ask questions and find answers to questions about the past. Use more than one source of evidence for historical enquiries. Give a broad overview of life in Britain from ancient until medieval times.</p> <ul style="list-style-type: none"> • Use sources in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Describe the social, ethnic, cultural or

		<p>interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 		<ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Compare some of the times studied with those of other areas of interest around the world. <p>Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>		<p>religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Compare some of the times studied with those of other areas of interest around the world.
Year 5	<p><u>Ancient Greece</u> – a study of Greek life and achievements and their influence on the western world</p> <p><i>How was Ancient Greek life different from our own?</i></p>		<p><u>A non-European society that provides contrasts with British history</u> <u>The Maya civilisation c 900</u> <i>What was everyday life like in the Maya civilisation compared to the Saxons and</i></p>		<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Industrial Revolution</u></p>	

	<p><i>What effect did it have on the western world?</i></p> <p>society beliefs culture and pastimes civilization</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Describe the social, ethnic, cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>Use appropriate historical vocabulary to communicate. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p>		<p><i>Vikings and how do we know? Who was the better civilization: the Vikings, or the Maya?</i></p> <p>Society Beliefs civilization</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <ul style="list-style-type: none"> Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Use appropriate historical vocabulary to communicate. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. 		<p><i>What were the benefits and disadvantages of the Industrial Revolution?</i></p> <p>Achievements and innovation Link with residential - Ironbridge residential Guildford- effect of railway on canals</p> <p>Use sources of evidence to deduce information about the past.</p> <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <ul style="list-style-type: none"> Identify periods of rapid change in history and contrast them with times of relatively little change. <p>Use appropriate historical vocabulary to communicate. Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. 	
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Year 6	<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- religion</u></p> <p>Who was the most powerful individual in Tudor England and why?</p> <p>Monarch Beliefs empire Travel and exploration Local History Study RGS Hampton Court</p> <p>Use appropriate historical vocabulary to communicate.</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use original ways to present information and ideas. 		<p><u>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- religion</u></p> <p>Twentieth Century (WWI - Cold War)</p> <p>Conflict Events</p> <p>How has conflict changed over time?</p> <p>Use appropriate historical vocabulary to communicate, including.</p> <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> Use original ways to present information and ideas. <p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> Select suitable sources of evidence, 			<p>Black History</p> <p>Windrush Scandal: Identifying changes in society and demographics</p> <p>TBC</p>

	<p>Use sources of evidence to deduce information about the past.</p> <ul style="list-style-type: none"> • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the 		<p>giving reasons for choices.</p> <ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or 			
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	<p>locality of the school.</p> <ul style="list-style-type: none">• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.• Compare some of the times studied with those of the other areas of interest around the world.• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children		<p>religious diversity of past society.</p> <ul style="list-style-type: none">• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children			
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