

## History: Long Term Overview

	Autumn Term	Spring Term	Summer Term
Reception	<p><b>CHRONOLOGICAL ORDER : Magical Me</b></p> <p>To place known objects in chronological order</p> <p>To sequence events from living memory</p> <p>To use simple key vocabulary to describe change</p>	<p><b>SIMILARITIES AND DIFFERENCES : Everyday Heros</b></p> <p>To identify similarities and differences between significant roles in the past and now.</p>	<p><b>SIMILARITIES AND DIFFERENCES : The Big Wide World</b></p> <p>To identify similarities and differences of the past and today (transport and homes)</p> <p>To know and recount events from a story. (Significant historical events)</p> <p>To use key vocabulary to compare past and present.</p>
Y1	<p><b>SIMILARTITIES AND DIFFERENCES :Back to School</b></p> <p>To recognise the similarities and difference between past and present in their own life and others</p> <p>To select part of a story or sources to understand key features of Victorian schools</p>	<p><b>SIGNIFICANCE AND INTERPRETATION : Up, up, and away</b></p> <p>To order key events in chronological order</p> <p>To identify similarities and differences between different transports in the past and present</p> <p>To use a range of sources to identify a significant person and their contributions.</p>	<p><b>CHRONOLOGICAL UNDERSTANDING: Alum Rock</b></p> <p>To identify where people and events fit into a chronological framework.</p> <p>To use a range of sources to learn about past.</p> <p>To identify similarities and differences between the way of life in different periods.</p> <p>To explain how aspects of life in Alum Rock has changed over time</p> <p>Children need to use key vocabulary to articulate the difference between past and present.</p>
Y2	<p><b>CHRONOLOGICAL ORDER : Light and fire</b></p> <p>To use sources to gain information about the Great fire of London</p> <p>To describe where events and key people fit into a chronological framework</p>	<p><b>CAUSE AND CONSEQUENCE : People who have paved the way (Health care)</b></p> <p>To use a range of appropriate sources to find out why people and events occurred.</p> <p>To draw conclusions on the impact of key events using key evidence</p>	<p><b>SIMILARITIES AND DIFFERENCES : We are explorers.</b></p> <p>To use different sources to identify the similarities and differences between the different ways of life.</p> <p>To recognise significant people and their influences from both past and present</p>

	<p>To begin to draw conclusions on why the great fire of London occurred.</p> <p>To show awareness of the past by using words and phrases relates to time passing.</p>	<p>To recognise significant people and their influences from both past and present</p>	
<b>Y3</b>	<p><b>SIGNIFICANCE AND INTERPRETATION: Stone Age</b></p> <p>To understand how our knowledge of the past is constructed by primary and secondary sources</p> <p>To analyse the validity of a source (is it reliable or not)</p> <p>To use different sources to interpret how people lived in the Stone Age, Bronze and Iron Age.</p> <p>To use sources to identify the significant changes between the Stone Age and Iron Age.</p>	<p><b>CHRONOLOGICAL UNDERSTANDING : Ancient Egyptians</b></p> <p>To use relevant sources to build a picture of life in Egypt</p> <p>To place key events and significant people within a chronological framework</p> <p>To discuss key events, significant people, and the impact they had on Egyptian civilisation</p> <p>To explore beliefs and attitudes related Egypt</p> <p>To use key vocabulary related to chronology.</p>	<p><b>SIMILARITIES AND DIFFERENCES : Birmingham</b></p> <p>To use a range of sources to identify similarities and differences</p> <p>To identify and compare key characteristics of the period being studied.</p> <p>To look at how the history of Birmingham has changed over time.</p> <p>Ask historical questions about the past to find out about changes in Birmingham</p>
<b>Y4</b>	<p><b>CAUSE AND CONSEQUENCE : Romans</b></p> <p>To use a range of evidence to reconstruct life in the Roman period</p> <p>To explore the impact of significant people and events</p> <p>To explore the significance of past events and that there can be more than one cause</p>	<p><b>SIGNIFICANCE AND INTERPRETATION: Invasion</b></p> <p>To use a range of sources that go beyond simple observations to answer questions about the invasions</p> <p>To analyse the validity of the sources used.</p> <p>To use a range of sources to explore what life in the Anglo Saxon period</p>	<p><b>CHRONOLOGICAL UNDERSTANDING: Industrial revolution</b></p> <p>To place historical events in order within a given framework</p> <p>To describe the beliefs and attitudes during the industrial revolution.</p> <p>To identify to similarities and difference between the industrial revolution to today</p>

		<p>Use a range of sources to give more detailed explanations on why significant events occurred</p> <p>To explore the attitudes and beliefs in the Anglo Saxon period</p> <p>To draw conclusions by studying a range of sources</p>	<p>To use historical terms to describe the period and it's made a difference to peoples lives in the past</p> <p>To identify connections, contrasts, and trends over time.</p> <p>To understand that our knowledge of the past is constructed through a range of sources</p>
<p><b>Y5</b></p>	<p><b>SIMILARTIES AND DIFFERENCES : Vikings</b></p> <p>To make comparisons between different aspects of History</p> <p>To evaluate the usefulness of sources available</p> <p>To understand that the type of information depends on the period of time.</p> <p>To identify and examine the causes and results of great events</p>	<p><b>HISTORICAL ENQUIRY: Ancient Greece</b></p> <p>To use evidence to build up a picture of the past</p> <p>To devise historical questions to learn about the past, cause and change</p> <p>To select relevant sources to instruct an informed response.</p> <p>To evaluate the usefulness of sources</p> <p>To provide an account of an historical event based on evidence</p> <p>To make comparisons between different sources.</p>	<p><b>CHRONOLOGICAL UNDERSTANDING: Victorian Britain</b></p> <p>To develop chronologically secure knowledge of British history</p> <p>To select relevant sources to instruct an informed response. Use useful sources to build up a picture of the past.</p> <p>To make comparisons between different aspects of history</p> <p>To examine the results of specific events using evidence</p> <p><b>HISTORICAL ENQUIRY</b> <b>Term 3.2 North America</b></p> <p>Compare sources that are available for the study of different times</p> <p>To use evidence to build up a picture</p> <p>To select relevant sources of information</p>

			To understand that some sources can contradict each other
<b>Y6</b>	<p><b>CAUSE AND CONSEQUENCE : World war 2</b></p> <p>To examine alternative explanations of a past event in terms of cause and effect</p> <p>To find out about behaviours and beliefs of people during WW2</p> <p>To compare beliefs and behaviours with people from the past</p>	<p><b>HISTORICAL ENQUIRY : Early Islamic civilisation</b></p> <p>To address and sometimes devise historically valid questions about change, cause, similarities and differences, and significance.</p> <p>To explore a range of sources to explore what it tells us about the past and how it has influenced society.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how knowledge of the past is constructed from a range of different sources.</p>	<p><b>SIGNIFICANCE AND INTERPRETATION: Post war Britain</b></p> <p>Understand that the type of information available depends on the period studied.</p> <p>To draw conclusions by studying and making links between different sources</p> <p>Consider different ways to check the validity of different sources.</p> <p>To be aware that different sources will lead to different interpretations of the past</p>