



# Warden House Primary School

## Whole School History Overview

Each Year Group must undertake at least 2 History based units of work across the year. One topic should be based on a period of history. The second should investigate a theme throughout different periods of history. These topics can have cross curricular links to other subjects as appropriate. Milestones have been taken and adapted from Chris Quigley's Essentials Curriculum.

Year	To investigate & interpret the past.	To build an overview of world History.	To understand chronology.	To communicate historically.
1	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Place events and artefacts in order on a time line.</p>	<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>
2	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p>	<p>Place events and artefacts in order on a time line.</p>	<p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy and war and peace.</p>
3	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest causes and consequences of some of the main events and changes in History.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p>	<p>Use appropriate historical vocabulary to communicate.</p>

<p><b>4</b></p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest causes and consequences of some of the main events and changes in History.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Describe changes that have happened in the locality of the school throughout history.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p>	<p>Use appropriate historical vocabulary to communicate.</p>
<p><b>5</b></p>	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify continuity and change in the history of the locality of the school.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline.</p>	<p>Use appropriate historical vocabulary to communicate.</p> <p>Use original ways to present information and ideas.</p>
<p><b>6</b></p>	<p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p>	<p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Identify continuity and change in the history of the locality of the school.</p>	<p>Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline.</p>	<p>Use appropriate historical vocabulary to communicate.</p> <p>Use original ways to present information and ideas.</p>

### EARLY YEARS FOUNDATION STAGE:

- Children talk about past and present events in their own lives and in the lives of family members...They know about similarities and differences between themselves and others and among families, communities and traditions.