



Warden House Primary School

Whole School History Overview

History		
	Unit 1	Unit 2
Year 1	What are our toys like compared with toys from the 1960s? Toys in the 1960s	Local History Study – Mining Heritage Visit the Deal Museum & new Betteshanger Mining Heritage Centre
Year 2	How did Britain change during this period - 2500BCE-500BCE? Stone Age, Iron Age and Bronze Age (2500BC-500BC)	Who is the greatest history maker?
Year 3	Why was Britain invaded so often between 43CE – 793CE? Invaders and Settlers Romans, Saxons and Vikings (43AD-793AD) History Project visit/workshop	Ancient Greeks (323Bc-31BC)
Year 4	What was the legacy of William the Conqueror? 1066 onwards (1066 – 1485) St. Mary's Church	Henry VIII & The Reformation Deal Castle, Walmer Castle, Sandown Castle
Year 5	Why did Britain once rule the largest empire the world has ever seen? The Victorian British Empire (1837-1901) Fort Burgoyne	Ancient Egyptians (3100BC-30BC)
Year 6	What were the causes and consequences of World War 1 and World War 2? World War & Our Locality (1914-1945) WW2 Gun trail St Margaret's Shepherdswell Trenches - EKLR Dover Castle Tunnels	The Aztecs (1300-1521)

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>

4	<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>
5	<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>
6	<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

In EYFS children will:

Begin to explore, learn and apply a range of history skills to be learnt through opportunities in 'Understanding the World', involve guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences will increase their knowledge and sense of the world around them past and present – from visiting parks, libraries and museums.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our cultural and historical diverse world. Early Learning Goals support teachers in assessing children's development and the following Early Learning Goals can be linked to supporting learning foundations for history:

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the 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.