Northgate Primary School
History Curriculum



History Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Nursery	Who am I? 					
Year R	Black British History 	How Were Lives Different in the Past? 	Introduction to the History of Space Flight 			
Year 1		The Great Fire of London 		Significant Individuals - Astronauts 		Castles 
Year 2	Significant Individuals - Nightingale/Seacole 		Inventors and Inventions: The Wright Brothers and Brunel 		Mary Anning and the Seaside 	
Year 3	Stone Age 		Bronze Age to Iron Age 		Ancient Egypt 	
Year 4		Ancient Greece 		Roman Empire 		Anglo-Saxons 
Year 5	World War I in Bridgwater 		Vikings 		Kings and Queens 	

Year 6		The Ancient Maya Civilisation 		World War II 		Crime and Punishment 

Subject Intent:

By the time they leave Northgate we aim for our children to;

Have developed their experiences and understanding of History inspiring and igniting their curiosity about the past and how it may affect the future.

Our curriculum is designed to encourage children to ask questions, think critically about the evidence and weigh arguments critically and carefully.

Chronological Understanding

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Recount changes in my own life over time. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born.	Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements, and dates on a timeline. Describe the main changes in a period in history.	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.

Knowledge of Understanding Events, People and Changes in the Past

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recall some facts about people and events before their own living memory. Say why people may have acted the why they did.	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things we have studied from the past affect/influence life today.	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical Interpretation

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at books, videos, photographs, pictures and artefacts to find out about the past	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.	Explore the idea that there are different accounts of history.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things we have studied from the past affect/influence life today.	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

Historical Enquiry

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and begin to suggest possible answers.	Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.	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 as evidence about the past. Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.	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. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.	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. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.

Organisation and Communication

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.