



St Uny History Curriculum Planning Overview

St Uny History Curriculum Planning Overview			
EYFS/ELG	Understanding the World Past and Present		
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.			
	Autumn	Spring	Summer
Year 1	Houses and Homes Over Time	Victorian Britain 1837-1901 AD	Famous People in History
Links to Black History		Victorian Showman, Pablo Fanque	Rosa Parks
Chronological Understanding	Match objects to people of different ages.	Sequence 3 or 4 artefacts from distinctly different periods of time.	Sequence events in their life.
Range & Depth of Historical Knowledge		To know and recount episodes from stories about the past.	Recognise the difference between the past and present in their own and others’ lives.
Interpretations of History		Uses stories to encourage children to distinguish between fact and fiction.	Compare adults talking about the past – how reliable are their memories?
Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts.		
Organisation & Communication	Communicate their knowledge through: <ul style="list-style-type: none">• Discussion.• Drawing pictures.• Drama / roleplay.• Making models.<ul style="list-style-type: none">• Writing.• Using computing.		



	Autumn	Spring	Summer
Year 2	The Gunpowder Plot 1605 AD	Famous People in History	The Great Fire of London 1666 AD
Links to Black History		Mary Seacole vs Florence Nightingale	
Chronological Understanding	Describe memories of key events in lives.	Sequence photographs etc. from different periods of their life.	Sequence artefacts closer together in time - check with reference book.
Range & Depth of Historical Knowledge	Recognise why people did things, why events happened and what happened as a result.		Identify similarities and differences between ways of life at different times.
Interpretations of History	Compare two versions of a past event. Discuss reliability of photographs / accounts / stories.		Compare pictures or photographs of people or events in the past.
Historical Enquiry	Use a source – observe or handle sources to answer questions about the past based on simple observations.		
Organisation & Communication	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> • Discussion. • Drawing pictures. • Drama / roleplay. • Making models. <ul style="list-style-type: none"> • Writing. • Using computing. 		

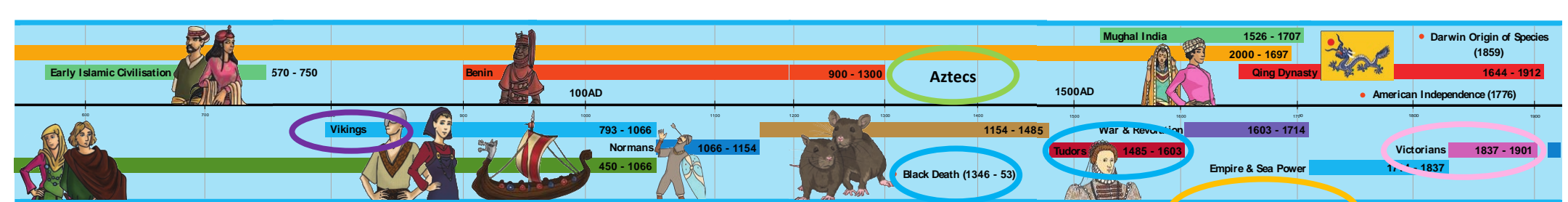
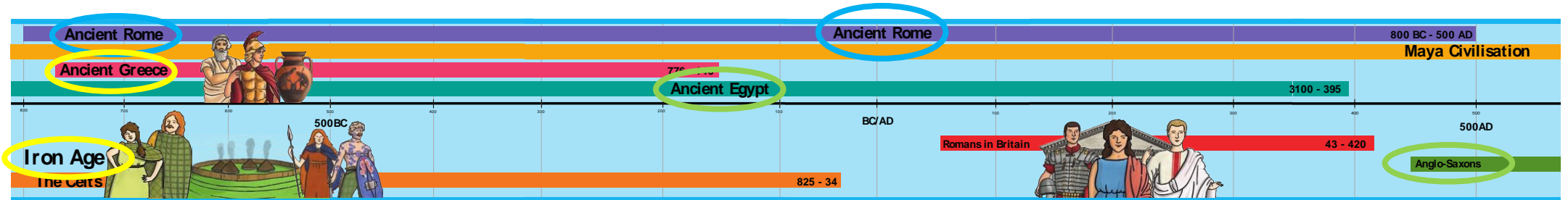
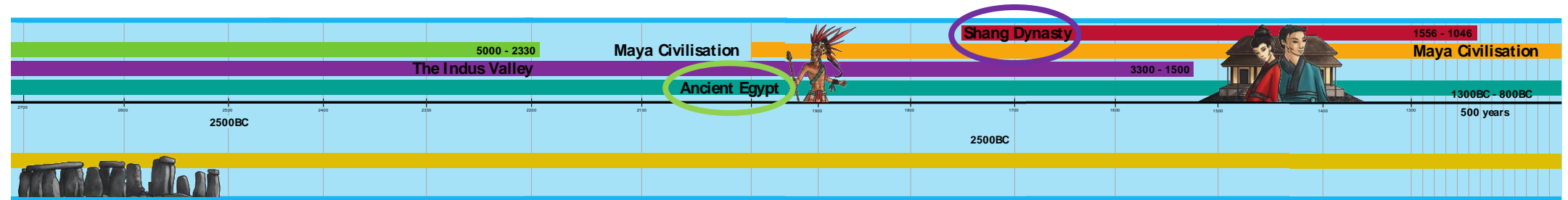
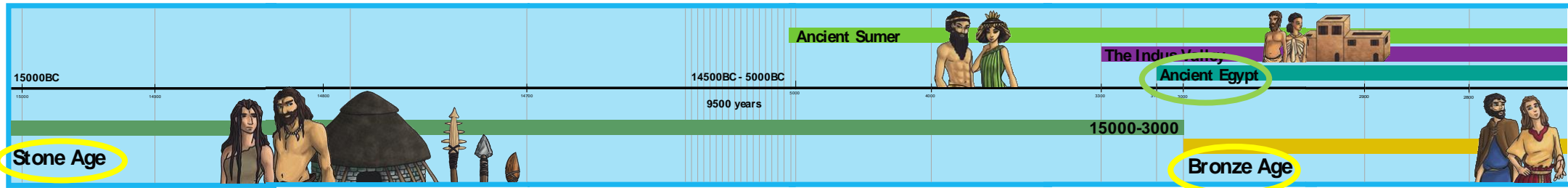
In Key Stage 2 it is advised that each term the children work back through time from the most present unit backwards through time.
By the time children are having to infer and provide evidence for historical thinking they will have practiced with periods that more is known about.

	Autumn	Spring	Summer
Year 3	World war 2 1939-1945 AD	Ancient Greece 2000 – 146 BC	Stone/Iron Age 2.6million years ago – 1200 BC
Links to Black History		<p>The ancient Greeks were aware of the existence of people with dark skin, but they did not consider these people to be a separate “race.” To them, dark skin was simply a characteristic of a person’s appearance; having dark skin was no different from having red hair or having blue eyes. It was not seen as a racial identifier.</p> <p>Lots of Greek art depicts Black people.</p> <p>There are said to be some black Greek Gods which could be investigated.</p>	
Chronological Understanding	Sequence several events or artefacts. Compare with our life today.	Use dates and terms related to the study unit and passing of time.	Place the time studied on a timeline.
Range & Depth of Historical Knowledge	Understand why people may have wanted to do something.	Identify reasons for and results of people's actions.	Compare with our life today.
Interpretations of History	Identify and give reasons for different ways in which the past is represented.	Distinguish between different sources – compare different versions of the same story.	Look at representations of the period – museum, cartoons etc.
Historical Enquiry	Use a range of sources to find out about a period. Observe small details – artefacts, pictures. Select and record information relevant to the study. Begin to use books and the internet for research.		
Organisation & Communication	Communicate their knowledge through: <ul style="list-style-type: none"> • Discussion. • Drawing pictures. • Drama / roleplay. • Making models. • Writing. • Using computing. 		

	Autumn	Spring	Summer
Year 4	Anglo Saxons 410-1066 AD 	Aztecs 1300-1521 AD 	Ancient Egypt 3100 – 332 BC
Links to Black History			Investigation of Egypt's Black Pharaohs (Nubian Dynasty).
Chronological Understanding	Use terms related to the period and begin to date events.	Place events from period studied on timeline.	Understand more complex terms e.g. BC/AD.
Range & Depth of Historical Knowledge	Identify key features and significant events of time studied.	Look for links and effects in time studied.	Offer a reasonable explanation for some events.
Interpretations of History	Look at the evidence available.	Begin to evaluate the usefulness of different sources.	Use textbooks and historical knowledge.
Historical Enquiry	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past. Ask a variety of questions. Use books and the internet for research.		
Organisation & Communication	Communicate their knowledge and understanding through: <ul style="list-style-type: none"> • Discussion • Drawing pictures • Drama / roleplay • Making models <ul style="list-style-type: none"> • Writing • Using computing • Recall, select and organise historical information. 		

	Autumn	Spring	Summer
Year 5	Tudors 1485 -1603 AD	British History – The Plague 1346 – 1352 AD	Romans 753 BC – 476 AD
Links to Black History			Roman Emperor -Lucius Septimius Severus
Chronological Understanding	Make comparisons between different times in the past.	Know and sequence key events of time studied.	Use relevant terms and period labels.
Range & Depth of Historical Knowledge	Compare life in early and late 'times' studied.	Examine causes and results of significant events and the impact on people.	Compare an aspect of life with the same aspect in another period.
Interpretations of History		Compare accounts of events from different sources – fact or fiction. Offer some reasons for different versions of events.	
Historical Enquiry	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use books and the internet for research with increasing confidence.		
Organisation & Communication	Communicate their knowledge and understanding through: <ul style="list-style-type: none"> • Discussion • Drawing pictures • Drama / roleplay • Making models <ul style="list-style-type: none"> • Writing • Using computing • Recall, select and organise historical information. 		

	Autumn	Spring	Summer
Year 6	Local History Study 	Vikings 793 - 1050 AD 	Ancient China (Shang Dynasty) 1600-221 BC
Links to Black History	First black footballer (Plymouth Argyle) - John Francis Leslie		
Chronological Understanding	Use relevant dates and terms.	Place current study on timeline in relation to other studies.	Sequence up to 10 events on a timeline.
Range & Depth of Historical Knowledge	Understand continuity and change. Know key dates, characters and events of time studied.	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.	Compare beliefs and behaviour with another time studied
Interpretations of History		Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.	
Historical Enquiry	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together to form contrasting arguments. Confidently use books and the internet for research.		
Organisation & Communication	Build on KS2. Select and organise information to produce structured work, making appropriate use of dates & terms.		



British and World History Timeline