



Manland Primary School-Long Term Curriculum Plan

Overview of Skills – History



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Talk about significant events in their own lives Talk about own family customs and routines Shows interest in different jobs and ways of life Develop an understanding of changes over time		Talk about own family customs and what they enjoy about them Look closely at similarities, differences, patterns and change Understand that different families have different traditions		Talk about own past Say why people's lives were different in the past	
Year 1	My Story, Toy Story (Investigate and interpret the Past) Changes to themselves Recount changes that have occurred in their own lives. Identify some of the different ways the past has been represented (know that familiar events can be represented in different ways e.g. photo/video /memories) Changes over time eg toys Place events and artefacts in order on a time line (Use simple timelines to sequence e.g. very old, old,new) Label time lines with words or phrases such as: past, present, older and newer. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, Observe or handle evidence to ask questions and find answers to questions about the past Use artefacts, pictures, stories, online sources to find out about the past.		Walter's World Adventures or The Tale of Beatrix Potter (Beatrix Potter or Life of Sir Walter Rothchild/ Tring Museum) Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. (can give simple reasons and consequences of actions) Use artefacts, pictures and stories to find out about the past (to answer simple questions). Use artefacts, pictures, stories, online sources to find out about the past. Use words and Phrases such as: a long time ago, recently, when my parents/carers were children.		A Daring Darling (Grace Darling) Recognise that there are reasons why people in the past acted as they did. (can give simple reasons and consequences of actions) Describe historical events(can orally retell the main episodes of famous past events and write captions) Use artefacts, pictures and stories to find out about the past (to answer simple questions)	
Year 2	Kings and Queens Queens of England Describe significant people from the past. Aspects of life in different periods. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use a range of artefacts, pictures, stories, online sources about the past. Identify some of the different ways the past has been represented. To build an overview of world history To understand chronology Use dates where appropriate. Place events and artefacts in order on a time line.		London's Burning Great Fire of London An explanation of an historical event beyond living memory. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use a range of artefacts, pictures, stories, online sources about the past. Identify some of the different ways the past has been represented. To build an overview of world history Describe historical events. To build an overview of world history Recognise that there are reasons why people in the past acted as they did. To understand chronology		Come Fly With Me Flight/ Famous Person Amy Johnson/Wright Brother Life of a significant individual. To investigate and interpret the past Observe or handle a range of evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Recognise that there are reasons why people in the past acted as they did. Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer and decades. Use dates where appropriate. To communicate historically	



Manland Primary School-Long Term Curriculum Plan

Overview of Skills – History



	<p>To communicate historically Use words and phrases such as: a long time, when my grandparents were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy.</p>	<p>Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. Use dates where appropriate. Show an understanding of the concept of nation and a nation's history. To communicate historically Use words and phrases such as: a long time ago, over 300 years ago and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p>
Year 3	<p>Prehistoric Britain Give a broad overview of life in Britain from ancient until medieval times. To use dates where appropriate and to place them on a timeline. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural diversity of past society. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. To use a range of artefacts, pictures, stories, online sources about the past. To observe or handle a range of evidence to ask questions and find answers to questions about the past.</p>	<p>The History of Harpenden The local history of Harpenden as a settlement Comparing old maps, secondary sources and its progression over time. (linked to settlements and hillforts) Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line Use dates and terms to describe events</p>	<p>The Ruling Roman Empire Describe the social, ethnic, cultural or religious diversity of past society. Compare some of the times studied with those of other areas of interest around the world. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe changes that have happened in the locality of the school throughout history Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line</p>
Year 4	<p>Anglo-Saxons Give a broad overview of life in Britain from ancient until medieval times. Describe the social, ethnic, cultural or religious diversity of past society. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change chronology Use English, numeracy and computing skills to a good standard in order to communicate information about the past</p>	<p>Mayans Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>	<p>Tudors Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children Use English, numeracy and computing skills to a good standard in order to communicate information about the past</p>
Year 5	<p>Ancient Greece Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the world.</p>	<p>Victorians Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past.</p>	<p>Exploring Our Local History Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children living in our local area.</p>



Manland Primary School-Long Term Curriculum Plan

Overview of Skills – History



	<p>Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. Use appropriate historical vocabulary to communicate, including: dates time period era chronology continuity change century decade legacy. Use English, numeracy and computing skills to a exceptional standard in order to communicate information about the past. Use original ways to present information and ideas.</p>	<p>Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Identify continuity and change in the history of the locality of the school.</p>	
<p>Year 6</p>	<p>Great Men and Women of Science Use English, numeracy and computing skills to an exceptional standard in order to communicate information about the past. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Give a broad overview of life in Britain from medieval until the Tudor and Stuart times.</p>	<p>The World at War Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Identify continuity and change in the history of the locality of the school. Use dates and terms accurately in describing events. Use original ways to present information and ideas.</p>	<p>The Shang Dynasty Describe the social, ethnic, cultural or religious diversity of past society. Identify periods of rapid change in history and contrast them with times of relatively little change. Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy.