

Long-term overview for HISTORY



YEARS 1/2



Why do we have castles?

What is a castle?

How were castles used to protect people and to give them security?

Why is there a castle not too far away from where you live?

What are the special features of a castle?

Why do castles feature in many of our best-loved stories?

Disciplinary Knowledge

Timelines

Chronology

Evidence base

Interpretation & Significance

Y1 - Use a timeline that may start in the past and end in the past to be able to show how old something is

Y2 - Use a timeline that shows key events or information related to what they are studying, e.g. castles

Y1 - Be able to explain why some structures are older than others

Y2 - Give a detailed account as to why they know that most castles are very old

Y1 - Recognise that much of the information we have about castles may be tainted with exaggeration

Y2 - Be able to understand what specific features of a castle were used for and why they might be different if they were being built today

Y1 - Recognise that although people did not have equipment such as JCBs, they managed to build some fantastic structures

Y2 - Understand that features such as a portcullis would be different if castles were being built today

Long-term overview for History



YEARS 1/2



Who are the famous black people who have contributed to improving our world?

What do we know about discrimination?

Who were Rosa Parks and Nelson Mandela?

What contribution did Mary Prince make to end discrimination?

Who was Lewis Howard Latimer?

Why do we look up to someone like Malala Yousafzai?

Disciplinary Knowledge

Timelines

- Know that a timeline can help them understand the time period they are studying, e.g., the Great Fire of London.

Chronology

- Order a few events and different artefacts from the recent past.
- Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after.

Evidence base

- Begin to understand that some evidence, such as word of mouth, may not accurately reflect what happened in the past.
- Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth.

Interpretation & significance

- Point out a few similarities and differences between ways of life at different times.
- Begin to reflect on the significance of what has been learnt from the past.

Long-term overview for History



YEARS 1/2



What was my grandparents' childhood like?

**How different were the toys
that our grandparents
played with?**

**How different were our
grandparents' school days?**

**What games did our
grandparents play?**

**what food would our
grandparents have eaten?**

**How would our
grandparents have enjoyed
their holidays?**

Disciplinary Knowledge

Timelines

Y1 - Place items on a timeline that goes back over the past 50 years

Y2 - Place items on a timeline over the past 50 years but have more precise examples to use

Chronology

Y1 - Recognise that familiar objects we have today would have been different in the past, e.g. telephone

Y2 - Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after

Evidence base

Y1 - Begin to understand that some evidence related to what happened in the past is more reliable than others

Y2 - Recognise what is a reliable piece of information and what is not, e.g. photograph vs word of mouth

Interpretation & Significance

Y1 - Understand that an invention from the past can lead to something we use today, e.g. television

Y2 - Point out a few similarities and differences between ways of life now compared with their grandparents' childhood

Long-term overview for History



YEARS 1/2



Who were and are UK's famous people?

What do we mean by the term 'famous'?

Who are the famous people from the past who lived locally?

What do you know about the impact made by a local famous person from the past on our lives today?

Who are the famous people from the UK that have made a difference to our lives today?

Who are the famous people from your area that are still alive today?

Disciplinary Knowledge

Timelines

Y1 - Use a timeline of up to 100 years ago and place the birth and death of a famous person studied on it

Y2 - Use a timeline that goes beyond 100 years if needed to set out key events linked to a person they are studying

Chronology

Y1 - Know that a person they are focusing on may have lived before they were born

Y2 - Appreciate that times may have been different for a famous person they are considering and begin to relate them to the times when they were alive

Evidence base

Y1 - Recognise what is and is not a reliable source when considering people's lives in the past

Y2 - Know that the older the period being considered, the less reliable the evidence is likely to be

Interpretation & Significance

Y1 - Offer an opinion as to why something may have happened in the past and why they know

Y2 - Know the significance of what someone did in the past in terms of our lives today, e.g. Emeline Pankhurst or Rosa Parks

Long-term overview for History



YEARS 1/2



How did the Victorians influence our life today?

How do we know what life was like for the Victorians?

What do we mean by the term 'industrial revolution'?

What was life like for most children during the Victorian era?

What games did children play during the Victorian era?

What was home life like for most people who lived during the Victorian era?

Disciplinary Knowledge

Timelines

Y1 - With support, set out decades on a timeline from the beginning of the Victorian period to today

Y2 - Know that a timeline can be used to help understand the time period they are studying, e.g. Victorian period vs. modern-day Britain

Chronology

Y1 & Y2 - Know how implements used in the past have evolved, reflecting on Victorian artefacts and what they look like today

Y2 - Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after

Evidence base

Y1 - Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the past

Y2 - Explain why evidence such as 'word of mouth' may prove to be unreliable when studying a period that is more than 100 years old

Interpretation & Significance

Y1 - Know that the life of children during the Victorian period was different to their life

Y2 - Have a good understanding of why the life of many children during the Victorian period may have been difficult

Long-term overview for History



YEARS 1/2



How have our homes changed over time?

How has the way we prepare food changed over time?

How have the utensils we use in the kitchen changed over time?

How has technology changed the way we live?

How has the telephone, television and the way we heat our homes changed over time?

How has the area outside our homes, e.g. the garden, changed over time?

Disciplinary Knowledge

Timelines

Y1 - Create a timeline for the past 50 years and add when certain objects were invented

Y2 - Create a timeline showing how an item like a telephone would have changed over time

Chronology

Y1 - Describe memories and changes that have happened in their own lives

Y2 - Order a few events and different artefacts from the recent past

Evidence base

Y1 - Observe and handle artefacts and ask simple questions about the past

Y2 - Begin to understand that some evidence, such as word of mouth, may not always reflect accurately what happened in the past

Interpretation & Significance

Y1 - Understand that significant discoveries or inventions caused much change in the lives of people, e.g. the wheel or iron ore

Y2 - Begin to reflect on the significance of what has been learnt from the past

Long-term overview for History



YEARS 1/2



What lessons have we learned from the Great Fire of London?

How do we know the fire happened in the first place?

Why did the fire spread so quickly and burn for so long?

How has the way we tackle fires changed over the years?

Why do we still have problems with different types of fires even today?

How did the Great Fire of London improve the capital?

Disciplinary Knowledge

Timelines

Chronology

Evidence base

Interpretation & Significance

Y1 & Y2 - Know that a timeline can be used to help understand the time period they are studying, e.g. the Great Fire of London

Y1 - Recognise that familiar objects we have today would have been different in the past, e.g. fire-fighting equipment

Y2 - Order old artefacts from the past to the present day, e.g. fire engines

Y1 - Ask questions about the reliability of the evidence and why we may not be able to rely on its accuracy

Y2 - Understand that when evidence relies on one source, then the information may not always be accurate

Y1 - Begin to understand what we will have learnt from a historical event, e.g. houses built too close to each other

Y2 - Begin to reflect on the significance of what has been learnt from the past

Long-term overview for HISTORY



YEARS 1/2



Who are Britain's significant monarchs?

Who was Henry VIII?

Why is Elizabeth I so famous?

Why do we talk about Queen Victoria?

Why will we always remember Elizabeth II?

What do we know about King Charles III?

Disciplinary Knowledge

Timelines

Y1 - Use a timeline that goes back into different centuries and, with help, identify key events over a longer period

Y2 - Create a timeline that identifies centuries going back to the birth of Henry VIII and put in the birth dates of the monarchs studied

Chronology

Recognise that familiar objects we have today would have been different in the past, e.g. the telephone

Describe memories and changes that have happened in their own lives

Evidence

Y1 - Begin to understand that some evidence related to what happened in the past is more reliable than others

Y2 - Consider evidence from the past and ask simple questions about the past

Significance

Y1 - Know that each monarch will have been responsible for something that potentially makes a difference to our lives today

Y2 - Begin to understand that the actions of someone from the past can have an impact on our lives today

Long-term overview for History



YEAR 2



Who are the famous people that have made an impact on the world?

Who do we associate with making a significant contribution to making the world a fairer place?

Which significant events helped us know more about our world and our universe?

Who made significant contributions to the rights of black people?

Who made significant contributions to the rights of women?

Which international disaster is still considered a significant event today?

Disciplinary Knowledge

Timelines

Chronology

Evidence base

Interpretation & significance

- Know that a timeline can help them to place people and events within different time periods

- Order events involving significant people from the recent past
- Use the following words to show the passing of time: old, new, earliest, latest, past, present, future, new, newest, oldest, modern, before, after.

- Begin to understand that some sources of evidence, such as word of mouth, may not accurately reflect past events.
- Recognise what is a reliable piece of information and what is not, e.g., photograph vs word of mouth.

- Point out a few similarities and differences between significant historical figures studied.
- Begin to reflect on the significance of people's actions in the past and how it has impacted our lives today.