



Lady Bay Primary School Subject Overview for History



Chronology, chronological thinking, knowledge and understanding and communication

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Topic: me and my family Remembers and talk about significant events and experiences in my own life.</p> <p>Recognises and describe special times or events for my family or friends</p> <p>Sequencing own life, baby to now.</p> <p>How the seasons change over time.</p> <p>Identify changes over time (what couldn't you do as a baby but can do now?)</p> <p>ELGs: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Topic: Winter Wonderland Remembers and talk about significant events and experiences in my own life.</p> <p>Recognises and describe special times or events for my family or friends</p> <p>Recall significant people from the past (Rosa Parks).</p> <p>Ordering Christmas story.</p> <p>Sequencing Stick Man</p> <p>How the seasons change over time.</p> <p>Read stories that introduce a sense of time and people from the past- Bonfire Night (Guy Fawkes), Where The Poppies Now Grow (Remembrance/ WW1),</p> <p>ELGs: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Topic: Aliens Compare and Contrast figures from the past David Attenborough, Rosa Parks, Ada Lovelace. Comment on images of familiar situations in the past. Enjoy reading books to find out about the past.</p> <p>How the seasons change over time.</p> <p>ELGs: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Topic: People who help us Talk about I talk about people in my community and their roles. Compare and contrast old/new emergency vehicles</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Order the story of Easter</p> <p>How the seasons change over time.</p> <p>ELGs: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Topic: On the farm Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>On the Farm- compare and contrast farm machinery.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>How the seasons change over time.</p> <p>ELGs: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Topic: Seaside/water Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>How the seasons change over time.</p> <p>ELGs: Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>



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<p><i>Year 1</i></p>	<p>Topic: Travel and transport Who was Amelia Earhart? Recall and tell stories about the past e.g. through roleplay. Recall information about significant people from the past. Recount parts of stories and memories about the past. What did you do, last year, last week and yesterday? Use simple language related to time e.g. old, new, days, months, years, today, tomorrow, yesterday</p>	<p>Topic: Toys from the past What toys did your grandparents play with when they were little? Identify simple differences between past and present in own and other people's lives. Can you sort the toys into old and new? Categorise simple events or objects into groups (e.g. then and now). Use simple language related to time e.g. old, new, days, months, years, today, tomorrow, yesterday. How have toys changed over time? Sequence pictures from familiar stories and events on a simple timeline (timeline with an equidistant scale provided and with simple headings and dates already written on it). Identify simple changes over time. Say when my birthday is.</p>			<p>Topic: Castles and the Battle of Hastings Who was the first King of England? Recall and tell stories about the past e.g. through roleplay. Know some things happened to other people in the past. Describe simple details from historical events. Recall information about significant people from the past. What happened at The Battle of Hastings? Write a simple story about the past. Recall and tell stories about the past e.g. through roleplay. Describe simple details from historical events. Recall information about significant people from the past. Recount parts of stories and memories about the past. What are the parts of a castle and were they used for? Independently, find answers to simple questions about the past from sources of information e.g. pictures, artefacts and stories. How can we find out about Nottingham Castle? Independently, find answers to simple questions about the past from sources of</p>	
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					<p>information e.g. pictures, artefacts and stories.</p> <p>How has Nottingham Castle changed over time?</p> <p>Sequence pictures from familiar stories and events on a simple timeline (timeline with an equidistant scale provided and with simple headings and dates already written on it).</p> <p>Identify simple changes over time.</p> <p>Use simple language related to time e.g. old, new, days, months, years, today, tomorrow, yesterday.</p>	
Year 2		<p>Topic: The Great Fire of London</p> <p>What happened in 1666?</p> <p>Ask and answer questions such as: what was it like for a...? What happened in the past?, how long ago did...happen?, using sources given to them (books, pictures, artefacts).</p> <p>What did we learn from Samuel Pepys?</p> <p>Identify and describe simple differences between the past and present in different societies.</p> <p>Identify important facts and information about significant people from the past.</p> <p>How long did London burn for?</p> <p>Recount main points from a significant event in history.</p> <p>Why did the fire spread?</p>	<p>Topic: The Victorians (linked to Lady Bay).</p> <p>What am I?</p> <p>Identify and describe simple differences between the past and present in different societies.</p> <p>What do I want to know about Victorians?</p> <p>Ask and answer questions such as: what was it like for a...? What happened in the past?, how long ago did...happen?, using sources given to them (books, pictures, artefacts).</p> <p>Who were the Victorians?</p> <p>Recount main points from a significant event in history.</p> <p>Identify important facts and information about significant people from the past.</p> <p>Identify and describe simple differences between the past and present in different societies.</p>			



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		<p>With support, begin to reason or speculate (give a cause or explanation) about why some people in the past acted as they did.</p> <p>Draw labelled diagrams and write about them to identify people, events and objects from the past.</p> <p>Will London burn again?</p> <p>Identify and describe simple differences between the past and present in different societies.</p> <p>Use simple historical vocabulary e.g. recently, later, past, present, a long time ago.</p> <p>Can I find Pudding Lane on a map?</p> <p>Draw labelled diagrams and write about them to identify people, events and objects from the past.</p> <p>Identify important facts and information about significant people from the past.</p> <p>How has a London changed on a map since 1666?</p> <p>Compare and contrast changes in stories and own life over time.</p> <p>Identify and describe simple differences between the past and present in different societies.</p> <p>Categorise simple events or objects into groups (e.g. then and now) and talk about differences.</p>	<p>Are Lady Bay houses like Victorian houses?(Local Study)</p> <p>Identify and describe simple differences between the past and present in different societies.</p> <p>Categorise simple events or objects into groups (e.g. then and now) and talk about differences.</p> <p>What does a Victorian house look like inside?</p> <p>Write stories and recounts about the past including simple facts.</p> <p>Draw labelled diagrams and write about them to identify people, events and objects from the past.</p> <p>How has doing the washing changed?</p> <p>Compare and contrast changes in stories and own life over time.</p> <p>Identify and describe simple differences between the past and present in different societies.</p> <p>Write stories and recounts about the past including simple facts.</p> <p>What were Victorian schools like?</p> <p>Compare and contrast changes in stories and own life over time.</p> <p>Identify and describe simple differences between the past and present in different societies.</p>			
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			<p>What did the Victorians invent?</p> <p>Categorise simple events or objects into groups (e.g. then and now) and talk about differences.</p> <p>What was invented first?</p> <p>Sequence pictures and sentences from familiar stories and events on a timeline and, with support, write some dates or headings on to it (timeline with an equidistant scale provided and with some blank spaces for children to write in – other dates and information already written on).</p> <p>Write own date of birth.</p>			
Year 3	<p>Topic: Howard Carter (Egypt).</p> <p>What does an archaeologist do for a job?</p> <p>Ask a range of questions about the past.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Discuss different ways of presenting information for different purposes.</p> <p>What can we tell about the past by looking at artefacts?</p> <p>Ask a range of questions about the past.</p> <p>Suggest and select sources of evidence that could help to answer a question. Use</p>	<p>Topic: Tomb raiders (Egypt)</p> <p>How did Tutankhamen die?</p> <p>Look at two versions of the same event and summarise simple differences or similarities.</p> <p>Ask a range of questions about the past.</p> <p>Suggest and select sources of evidence that could help to answer a question. Use them to answer question.</p> <p>What happens during the mummification process?</p> <p>Begin to identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes).</p>			<p>Topic: Stone Age.</p> <p>How can an equidistant timeline help us understand when the Stoneage was?</p> <p>With support, create a simple timeline with sentences or pictures (timeline with equidistant scale provided. Write headings, dates and information independently).</p> <p>Begin to create own line with an equidistant scale alongside a modelled example.</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Use historical vocabulary e.g. century, decade, chronology, date.</p> <p>Begin to give examples of how the current time period being studied compares to those already covered.</p>	



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	<p>them to answer the question.</p> <p>Present findings about the past using speaking, writing, computing and drawing skills.</p> <p>How does Ancient Egyptian writing compare to the way we write?</p> <p>Begin to give examples of how the current time period being studied compares to those already covered.</p> <p>Present findings about the past using speaking, writing, computing and drawing skills.</p> <p>When did Ancient Egypt happen?</p> <p>With support, create a simple timeline with sentences or pictures (timeline with equidistant scale provided. Write headings, dates and information independently).</p> <p>Begin to create own line with an equidistant scale alongside a modelled example.</p> <p>Understand that a timeline can be divided into BC and AD</p> <p>Use historical vocabulary e.g. century, decade, chronology, date.</p> <p>What did Howard Carter discover in 1922?</p> <p>Independently explain why some people in the past acted as they did.</p>	<p>Use historical vocabulary e.g. century, decade, chronology, date).</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Begin to identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p> <p>Present findings about the past using speaking.</p> <p>Who were the Egyptian gods?</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.)</p> <p>Use historical vocabulary e.g. century, decade, chronology, date.</p> <p>Why is the River Nile important?</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.)</p> <p>Independently explain why some people in the past acted as they did.</p>			<p>What were the main threats and assets for hunter-gatherers?</p> <p>Ask a range of questions about the past.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Independently explain why some people in the past acted as they did.</p> <p>Present findings about the past using speaking, writing, computing and drawing skills.</p> <p>Use dates and terms with increasing accuracy.</p> <p>What kinds of homes did early people live in?</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.)</p> <p>Begin to give examples of how the current time period being studied compares to those already covered.</p> <p>What is flint and why was it important?</p> <p>Ask a range of questions about the past.</p> <p>Suggest and select sources of evidence that could help to answer a question. Use them to answer the question.</p>	
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	<p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music. Begin to identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p>	<p>Ask a range of questions about the past. Suggest and select sources of evidence that could help to answer a question. Use them to answer the question. Begin to give examples of how the current time period being studied compares to those already covered. What was life like for Ancient Egyptian people? Begin to give examples of how the current time period being studied compares to those already covered.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.) Ask a range of questions about the past. Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music. Present findings about the past using speaking, writing, computing and drawing skills. Use historical vocabulary e.g. century, decade, chronology, date. What was the Ancient Egyptian way of life? Discuss different ways of presenting information for different purposes.</p>			<p>Use historical vocabulary e.g. century, decade, chronology, date. What was the Stoneage diet? Begin to identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Discuss different ways of presenting information for different purposes.</p>	
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		<p>Present findings about the past using speaking, writing, computing and drawing skills.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.) Independently explain why some people in the past acted as they did.</p> <p>Ask a range of questions about the past.</p> <p>Suggest and select sources of evidence that could help to answer a question. Use them to answer the question.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p>				
<i>Year 4</i>	<p><u>Topic: William Conquer and the Normans (British history beyond 1066)</u> Who was William the Conqueror?</p> <p>Present findings about the past using speaking, writing, computing and drawing. Begin to consider structure in their work.</p> <p>Use dates and terms accurately.</p>	<p><u>Topic: Early law makers (British history beyond 1066)</u> What is the Magna Carta and why is it so important even today?</p> <p>Demonstrate understanding of how ways of living have changed since the Magna Carta to modern times. Offer simple explanations for change.</p> <p>What is the Domesday Book and how was our country</p>		<p><u>Topic: Roman Britain</u> When did the Romans invade Britain?</p> <p>Create own timeline. Draw a line with equidistant intervals of time. Include headings, dates and information (independently). Use dates and terms accurately.</p> <p>Use historical vocabulary e.g. century (including 19th/20th etc), decade, BC, AD,</p>		



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	<p>Use historical vocabulary e.g. century (including 19th/20th etc), decade, BC, AD, chronology, date.</p> <p>Discuss the most appropriate way to present information for an audience. Begin to choose the best method.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Can we create a timeline to show the Normans and other key events? Create own timeline. Draw a line with equidistant intervals of time. Include headings, dates and information (independently). Use dates and terms accurately.</p> <p>Use historical vocabulary e.g. century (including 19th/20th etc), decade, BC, AD, chronology, date.</p> <p>How did castles change during Norman times? Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change.</p> <p>Present findings about the past using speaking, writing, computing and drawing.</p>	<p>ruled before the first parliament?</p> <p>Demonstrate understanding of the difference between primary and secondary sources of evidence.</p> <p>Ask a range of questions about the past.</p> <p>Which events led up to the first British Parliament being created? Present findings about the past using speaking and computing. Children to consider the structure of their work.</p> <p>Create own timeline. Independently draw a line with equidistant scale alongside or from a modelled example. Write headings, dates and information independently. Begin to select own scale and draw a line to work with.</p> <p>Use historical vocabulary e.g. century (including 19th/20th etc), decade, BC, AD, chronology, date.</p> <p>Who makes our laws today and who upholds them? Use dates and terms accurately when talking about a topic).</p> <p>Use historical vocabulary e.g. century (including 19th/20th etc), decade, BC, AD, chronology, date.</p> <p>Present findings about the past using writing.</p>		<p>chronology, date.</p> <p>How was a Roman legionary better equipped to fight than a Celt warrior? With support, synthesise using a range of sources e.g. use two different sources of evidence to answer a historical question – a very simple written discussion.</p> <p>Demonstrate understanding of the difference between primary and secondary sources of evidence.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>What were the key factors in the defeat of the Celt? Present findings about the past using Clips. Begin to consider structure in the presentation.</p> <p>Summarise two versions of the same event and attempt to explain simple similarities or differences.</p> <p>How did the Romans become settlers? Demonstrate understanding of how ways of living have changed during a given time period.</p> <p>Demonstrate understanding of the difference between primary and secondary sources of evidence.</p>		
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	<p>Begin to consider structure in their work.</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p> <p>Where were Norman castles built?</p> <p>Understand how ways of living have changed during a given time period.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>What was it like to live in a Norman castle?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p> <p>Demonstrate understanding of the difference between primary and secondary sources of evidence.</p> <p>Ask a range of questions about the past.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>What did it take to become a knight?</p> <p>Identify ways in which communities from different time periods had diverse</p>	<p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Discuss the most appropriate way to present information for an audience. Begin to choose the best method.</p> <p>What were punishments like at the time of the Magna Carta?</p> <p>Identify ways in which communities had diverse religions, ethics, cultures and social attitudes.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p>		<p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>What have we learnt about daily life in Roman Britain?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p> <p>Independently collect information about the past from printed sources, pictures, photos, artefacts, historic buildings and music.</p> <p>Ask a range of questions about the past.</p> <p>Present findings about the past using speaking, writing, computing and drawing. Begin to consider structure in their work.</p>		
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	<p>religions, ethics, cultures and social attitudes.</p> <p>Demonstrate understanding of the difference between primary and secondary sources of evidence.</p> <p>How did the feudal system work?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes.</p>					
Year 5		<p><u>Topic: World War Two and the effects on Lady Bay</u></p> <p>What evidence is there that WWII affected Lady Bay?</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p> <p>What were 1930s homes like?</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p>	<p><u>Topic: The English Civil War (Nottinghamshire).</u></p> <p>What caused the English Civil War?</p> <p>Apply knowledge of timelines by creating their own. Select equidistant intervals of time along a scale and draw their line (examples might be discussed first). Independently write headings and record simple information or dates in their own words.</p> <p>Apply understanding of sources and events to realise that there is often not a single answer to a historical question.</p> <p>Use dates and terms accurately within work.</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural.</p> <p>Who were the Roundheads and Cavaliers?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and</p>			<p><u>Topic: Ancient Greece.</u></p> <p>How did the Greeks create and empire?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>Select equidistant intervals of time along a scale and draw their line (examples might be discussed first). Independently write headings and record simple information or dates in their own words).</p> <p>Apply knowledge of timelines by constructing their own, developing the scale and labelling independently.</p> <p>Use dates and terms accurately within work.</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural.</p> <p>What is democracy?</p>



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		<p>When were the second world war years? Apply knowledge of timelines by creating their own. Select equidistant intervals of time along a scale and draw their line (examples might be discussed first). Independently write headings and record simple information or dates in their own words. Use dates and terms accurately within work.</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural.</p> <p>What were the differences between Nottingham and Amsterdam in WWII? Summarise different versions of the same event. Begin to empathise (understand how people from the past thought, felt and made decisions) and use this to reach informed conclusions about why there are similarities or differences.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p>	<p>social attitudes. Compare across the time periods studied.) Know that people can represent events or ideas in ways that persuade others. Use historical vocabulary related to the period. Begin to empathise (understand how people from the past thought, felt and made decisions) and use this to reach informed conclusions about why there are similarities or differences.</p> <p>Why was Charles I put on trial? Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>Apply understanding of sources and events to realise that there is often not a single answer to a historical question. Use dates and terms accurately within work.</p> <p>Choose the most appropriate way to present information to an audience.</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural.</p> <p>Why was Charles II restored to the throne? With support, begin to hypothesise e.g. make a statement about an event from</p>		<p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>Begin to empathise (understand how people from the past thought, felt and made decisions) and use this to reach informed conclusions about why there are similarities or differences.</p> <p>Why are Greek vases so important to archaeologists and historians? With support, begin to hypothesise e.g. make a statement about an event from the past and use books, pictures or artefacts to test and evaluate their hypothesis (attempt to prove/disprove). Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences..</p> <p>What was a Spartan existence? Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>Begin to empathise (understand how people from the past thought, felt and made</p>
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		<p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>How did families try to protect themselves in the Nottingham Blitz?</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p> <p>With support, present structured and organised findings about the past and consider planning their summaries first.</p> <p>What was it like to be an evacuee?</p> <p>With support, begin to hypothesise e.g. make a statement about an event from the past and use books, pictures or artefacts to test and evaluate their hypothesis (attempt to prove/disprove).</p> <p>Apply understanding of sources and events to realise that there is often not a single answer to a historical question.</p> <p>Use historical vocabulary e.g. century, decade, era,</p>	<p>the past and use books, pictures or artefacts to test and evaluate their hypothesis (attempt to prove/disprove).</p> <p>Apply understanding of sources and events to realise that there is not often a single answer to a historical question.</p> <p>Were all measures against the plague effective?</p> <p>With support, begin to hypothesise e.g. make a statement about an event from the past and use books, pictures or artefacts to test and evaluate their hypothesis (attempt to prove/disprove).</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>Why was the Great Fire a good thing for London?</p> <p>With support, present structured and organised findings about the past and consider planning their summaries first.</p> <p>Choose the most appropriate way to present information to an audience.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of</p>			<p>decisions) and use this to reach informed conclusions about why there are similarities or differences..</p> <p>Know that people can represent events or ideas in ways that persuade others – bias.</p> <p>Which gods did the Greek's believe in?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time periods studied.</p> <p>With support, begin to hypothesise e.g. make a statement about an event from the past and use books, pictures or artefacts to test and evaluate their hypothesis (attempt to prove/disprove).</p> <p>How do we find out about the distant past?</p> <p>Apply understanding of sources and events to realise that there is often not a single answer to a historical question.</p> <p>With support, present structured and organised findings about the past and consider planning their summaries first.</p> <p>Choose the most appropriate way to present information to an audience.</p>
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		period, social, religious, political, technological and cultural.	life, beliefs.). Offer simple explanations for change and the resulting consequences..			
Year 6	<p>Topic: The Ancient Maya. Did the Maya ball game influence the modern game of basketball?</p> <p>Make reasoned judgements about how events or changes in the past may affect life today. Give evidence to back up opinion.</p> <p>How long did the Maya empire reign? Apply knowledge of timelines by creating their own. Independently select equidistant intervals of time along a scale, write headings and record simple information or dates in their own words.</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural, continuity and change.</p> <p>Use dates and terms accurately within work. What would a Maya city have looked like? Begin to independently hypothesise about an event and use sources to test their hypothesis. Identify ways in which communities from different time periods had diverse social attitudes. Compare across the time period studied. Choose an appropriate way to present information and combine methods (e.g. written explanation and charts or labelled diagrams). How did the Maya number system work and is it different to today? Identify ways in which communities from different time periods had diverse cultures. What can be learned about Maya gods? Consider and evaluate the usefulness and accurateness of different sources of evidence. Demonstrate understanding of how ways of living have changed. Independently present information in an organised and clearly structured way. Why did the Maya empire decline?</p>			<p>Topic: Anglo-Saxons and Vikings. What was life like as an Anglo-Saxon? Begin to independently hypothesise about an event in the past and use sources to test and evaluate their hypothesis. Make reasoned judgements from this.</p> <p>Select the most appropriate source of evidence for particular tasks. Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural, continuity and change. What happened when the Vikings invaded England? Critique different versions of the same event and make reasoned judgements about why they might be represented in different ways. Justify their opinion.</p> <p>Evaluate the usefulness and accurateness of different sources of evidence. Independently, present information in an organised and clearly structured way.</p> <p>Choose an appropriate way to present information and combine methods (e.g. written explanation and charts or labelled diagrams).</p>		



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	<p>Critique different versions of the same event and make reasoned judgements about why they might be represented in different ways. Justify their opinion.</p> <p>Demonstrate understanding of how way of life changed during a given time period. Offer simple explanations for change and the resulting consequences.</p> <p>Maya museum which covers all historical areas.</p>		<p>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</p> <p>How did England change between 793 and 866AD?</p> <p>Apply knowledge of timelines by creating their own.</p> <p>Independently select equidistant intervals of time along a scale, write headings and record simple information or dates in their own words.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.).</p> <p>Independently, present information in an organised and clearly structured way.</p> <p>Use dates and terms accurately within work.</p> <p>Choose an appropriate way to present information and combine methods (e.g. written explanation and charts or labelled diagrams).</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural, continuity and change.</p> <p>Why was Alfred the Great so great?</p>	
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			<p>Choose an appropriate way to present information and combine methods.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period (e.g. houses and settlements, clothes, way of life, beliefs.). Offer simple explanations for change and the resulting consequences.</p> <p>After the Danelaw was created, did the Anglo-Saxons and Vikings lead very different lives?</p> <p>Identify ways in which communities from different time periods had diverse religions, ethics, cultures and social attitudes. Compare across the time period studied.</p> <p>Demonstrate understanding of how items or ways of living have changed during a given time period – offer simple explanations for change and differences.</p> <p>Begin to independently hypothesise about an event in the past and use sources to test and evaluate their hypothesis.</p> <p>Make reasoned judgements from this.</p> <p>Use historical vocabulary e.g. century, decade, era, period, social, religious, political, technological and cultural, continuity and change.</p> <p>Why did England unify to become one country?</p> <p>Demonstrate understanding of how ways of living changed</p>		
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			<p>during a given time period. Offer simple explanations for change.</p> <p>Make reasoned judgements about how events or changes in the past may affect life today. Give evidence to back up opinions.</p>		
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