



*Roots to Grow and  
Wings to Fly*

# HISTORY - Curriculum Overview

	Chronological understanding
KS1	<p><b>Historical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember key events about the areas they have studied</li> <li>• Pupils can draw timelines, beginning to place areas of study on them</li> <li>• Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul> <p><b>History Concepts</b></p> <ul style="list-style-type: none"> <li>• Pupils can identify similarities and differences between ways of life in different periods.</li> <li>• Pupils can choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Study the lives of significant individuals who contributed to national and international achievements.</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop their understanding</li> <li>• Pupils are able to accurately answer simple questions related to an area of study confidently</li> <li>• Pupils can justify their answers using sources or stories</li> <li>• Pupils can begin to identify how we know about past events</li> <li>• Pupils can begin to identify different representations of history e.g. books, visual clips, letters</li> </ul>

\*In each topic there will be subject-specific vocabulary as well as historical vocabulary.

	Chronological understanding
LKS2	<p><b>Historical Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline</li> <li>• Pupils remember a range of key facts and information from areas of study</li> <li>• Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> </ul> <p><b>History Concepts</b></p> <ul style="list-style-type: none"> <li>• Pupils can confidently make links between areas of history they have studied, identifying similarities between them</li> <li>• Pupils can ask questions to develop their understanding</li> <li>• Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> <li>• Pupils can remember and use a range of names and words from the areas they have studied</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Pupils are beginning to understand how our knowledge of history is developed through a range of sources</li> <li>• Pupils are beginning to challenge sources of information</li> <li>• Pupils are beginning to show some organisation of information that is purposeful for responding to or asking questions</li> <li>• Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g. books, internet, visual clips</li> </ul>

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## KEY STAGE 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R  A		War and remembrance  What are we remembering on Remembrance Day?		Toys old and new  What is the best toy ever made?		Travel and transport  How has transport changed over time?
Y E A R  B	Kings and queens  Who is the greatest king or queen?		Great fire of London  How could we have prevented the great fire of London?		Great Explorers  Who are the greatest explorers?	

## KEY STAGE 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R  A		WW2 What was life like during World War II?		Vikings and Saxons  Were the Vikings vicious or victorious?		Ancient Greece  Would you rather be an Athenian or a Spartan?
Y E A R  B	British History Heroes  Who is the greatest British History Hero?		Changes in Britain from Stone Age to Iron Age  What if you lived in the Stone Age or the Iron Age?		The Roman Empire and its impact on Britain  What did the Romans ever do for us?	