



History at St Mary's Catholic Primary

	AUTUMN	SPRING	SUMMER
EYFS	<p><u>Three and Four Year Olds</u></p> <ul style="list-style-type: none"> - I can talk about what I can see, using a wide vocabulary. - I can begin to make sense of my own life-story and family's history - I can continue developing positive attitudes about the differences between people <p><u>Reception - Understanding the world</u></p> <ul style="list-style-type: none"> - I can talk about members of my immediate family and community. - I can name and describe people who are familiar to me - I can comment on familiar situations in the past - I can compare and contrast characters from stories, including figures from the past - I can understand the effect of changing seasons 	<p><u>Three and Four Year Olds</u></p> <ul style="list-style-type: none"> - I can talk about what I can see, using a wide vocabulary. - I can begin to make sense of my own life-story and family's history - I can continue developing positive attitudes about the differences between people <p><u>Reception -Understanding the world</u></p> <ul style="list-style-type: none"> - I can talk about members of my immediate family and community. - I can name and describe people who are familiar to me - I can comment on familiar situations in the past - I can compare and contrast characters from stories, including figures from the past - I can understand the effect of changing seasons 	<p><u>Three and Four Year Olds</u></p> <ul style="list-style-type: none"> - I can talk about what I can see, using a wide vocabulary. - I can begin to make sense of my own life-story and family's history - I can continue developing positive attitudes about the differences between people <p><u>Understanding the World - Past and present (ELG)</u></p> <ul style="list-style-type: none"> - I can talk about the lives of people around them and their role in society - I can know some similarities and differences between things in the past and now, drawing on my experiences. - I can understand the past through settings, characters and events encountered in books and storytelling.
Y1 Topics	Ourselves/ Changes through the ages	Up and Away/ Into the Woods	Nurturing Nurses/ All at Sea
<p>YEAR 1 Changes within Living Memory Significant Historical Events</p>	<p><u>Autumn 1 – Toys</u></p> <ul style="list-style-type: none"> - I can label timelines with words such as: past, present, older and newer. - I can recount changes that have occurred in my own life. - I can discuss causes that lead to toys changing. - I can say which toys have stayed the same and which toys have changed overtime. - I can compare toys using pictures from the past and present. - I can name a significant toy from the past. <p><u>Autumn 2 – WW1</u></p> <ul style="list-style-type: none"> - I can talk about the First World War. 	<ul style="list-style-type: none"> - Science link – I can recognise and talk about Seasonal changes - Maths link - Compare and describe lengths and heights (e.g. longer/shorter), mass/weight (e.g. heavier/lighter), and time (e.g. quicker, slower, earlier, later) 	<p><u>Hospitals and Healthcare</u></p> <ul style="list-style-type: none"> - I can place events, artefacts and people on a timeline. - I can begin to use some dates where appropriate. - I can observe or handle evidence to ask questions and find answers to questions about the past. - I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were. - I can describe changes and the historical events they led to.

	<ul style="list-style-type: none"> - I can talk about soldiers' experiences in the First World War. - I can talk about why November 11th is known as Remembrance Day. - I can talk about how Remembrance Day is marked. - English link -I can find out about the role of animals in the First World War. - I can explain verbally and write down why we remember the soldiers 		<ul style="list-style-type: none"> - I can use pictures, stories and film footage to find out about the past. - I can identify some of the different ways the past has been represented. - I can describe significant people and events from the past and explain why they are important.
Y2 Topics	Explorers	Fruits, shoots and juicy fruits	The Big Smoke
YEAR 2 Lives of Significant Individuals Events beyond living memory	<u>Explorers</u> <ul style="list-style-type: none"> - I can place explorative events on a timeline. - With support, I can use evidence of explorers' lives to ask questions about the past. - I can discuss the causes of exploring and what we found out from exploration. - I can describe changes over a period of time. - I can use pictures and stories to find out about the past and compare different explorations. - I can name significant explorers from the past. 	<ul style="list-style-type: none"> - Geography link: Link significant people and events to the places of the UK 	<u>Great Fire of London</u> <ul style="list-style-type: none"> - I can place events, artefacts and historical figures on a timeline. - I can use dates where appropriate. - I can observe or handle evidence to ask questions and find answers to questions about the past. - I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary). - I can explain the causes of the Great Fire of London and what the consequences were. - I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. - I can use artefacts and diary entries to compare similarities and differences. - I can identify some of the different ways the past has been represented.
Y3 Topics	Stone Age to Iron Age	UK (Geography Term)	Ancient Egypt
YEAR 3 History of the UK History of the World	<u>Stone Age to Iron Age</u> <ul style="list-style-type: none"> - I can place ages in order of time and understand the meaning of their names. - I can place artefacts within their correct age. - With support, I can use BCE. - I can observe evidence to ask about the past and come to conclusions based on what I have seen. - I can explain how we find prehistoric evidence. 		<u>Ancient Egypt</u> <ul style="list-style-type: none"> - I can place events, artefacts and historical figure on a timeline using dates. - With support, I can use BCE and CE. - I can suggest suitable sources of evidence for historical enquiries. - I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

	<ul style="list-style-type: none"> - I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration. - With support, I can begin to explain the concept of change over a long period of history. - I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age. - I can suggest suitable sources of evidence to find out about significant people/events. 		<ul style="list-style-type: none"> - I can suggest causes and consequences of some of the main events within Ancient Egypt. - I can begin to explain the concept of change over a long period of history. - I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt. - I can suggest suitable sources of evidence for historical enquiries. - I can discuss the importance of people and events in time and the significant impact they had on British archaeological thought.
Y4 Topics	Ancient Greece and Inventors	Africa (Geography Term)	Celts and Romans
YEAR 4 History of the UK - Impact History of the World-Empires	<ul style="list-style-type: none"> - I can place events, artefacts and historical figures on a timeline using dates. - I can use BCE and CE. - I can suggest suitable sources for historical enquiry. - I can begin to discuss the reliability of sources. - I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers. - I can explain the concept of change over time and represent this with evidence. - I can describe the social, ethnic, cultural and religious diversity of the past. - I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support). 		<ul style="list-style-type: none"> - I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE). I can suggest more than one suitable source for historical enquiry. - I can begin to discuss the reliability of sources. - I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. - I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. - I can describe the social, ethnic, cultural and religious diversity of the past. - I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). - I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).
Y5 Topics	Invaders	The Final Frontier (Geog)	The Mighty Medway
YEAR 5 History of the UK - Settlement Local History Study	<u>Anglo Saxons and Vikings</u> <ul style="list-style-type: none"> - I can use dates accurately in describing events and people. - I can use sources of evidence to deduce information about the Saxons and Vikings. - I can discuss whether the evidence is reliable and explain why. 	<u>Space Race (not on Grammasaurus)</u> <ul style="list-style-type: none"> - I can understand the cause and consequence of events, - I can use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/periods, 	<u>Local History Study (not on Grammasaurus)</u> <ul style="list-style-type: none"> - I can understand how the past can have impact on a local area and life today - I can use a timeline, show a growing knowledge of the area, understanding the connections between local, regional,

	<ul style="list-style-type: none"> - I can describe causes of invasion in Britain and what the consequences were. - I can identify periods of rapid change in history. - I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. - I can compare similarities and differences between Anglo-Saxon and Viking culture. - I can describe the social and cultural significance of a past society. 	<ul style="list-style-type: none"> - I can thoughtfully select and organise relevant historical information, ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. - English Link - Debate about a relevant aspect of Space. (for example, should space travel be allowed?) - I can Research famous events and people in space 	<p>national and international history and between short- and long-term timescales</p> <ul style="list-style-type: none"> - I can show an understanding of what life was like for people living in the area in the past - I can explain how history "fits together" and how events from one time period affect another, e.g. make detailed links between features of past societies and periods - I can develop a chronologically secure knowledge and understanding of local history, establishing clear narratives within and across the periods studied - I can explain most of the causes and results, showing links between them - I can devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/museum, a local walk or an interview - I can judge the value of sources and identify those that are useful for answering a question - I can suggest reasons for different interpretations of events, people and changes. - I can thoughtfully select and organise relevant historical information - I can ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement <p><u>Extra activities:</u></p> <ul style="list-style-type: none"> - Battle of Medway investigation - English- Report about River Medway - Trip to Rochester
Y6 Topics	The World at War. <i>How is the present affected by the past?</i>	Marvellous Mayans	Galapagos and Coasts (Geog)
YEAR 6	<u>History of the UK - Beyond 1066</u> <u>Aut 1- WW1</u> <ul style="list-style-type: none"> - I can use dates and terms accurately in describing events. - I can describe the main changes in a period of history. 	<u>Contrasting Non-European Society c. 900 (Year 5 Balance Grammarsaurus) – Ancient Maya</u> <ul style="list-style-type: none"> - I can use dates and terms accurately in describing events and people. - I can use sources of evidence to deduce information about the past. 	<ul style="list-style-type: none"> - Geography Link- I can talk about the life and work of Charles Darwin.

	<ul style="list-style-type: none"> - I can use sources of information to form conclusions about the past. - I can explain that no single source of evidence gives the full answer to questions about the past. - I can describe some of the causes and consequences of World War 1. - I can identify periods of rapid change in history and contrast them with times of relatively little change. - I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p><u>Aut 2- WW2 (same as above with comparisons)</u></p> <ul style="list-style-type: none"> - I can use dates and terms accurately in describing events. - I can describe the main changes in a period of history. - I can use sources of information to form conclusions about the past. - I can explain that no single source of evidence gives the full answer to questions about the past. - I can describe some of the causes and consequences of World War 2. - I can identify periods of rapid change in history and contrast them with times of relatively little change. - I use appropriate historical vocabulary to compare and contrast key people/events/ artefacts in history. - I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. - I can compare the main changes in a period of history with the present day. 	<ul style="list-style-type: none"> - I can use sources of information to form testable hypotheses about the past. - I can describe causes of events and their consequences in Ancient Maya. - I can identify periods of rapid change in history. - I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. - I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain. - I can describe the social and cultural significance of a past society. 	
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