



St Joseph's RC Primary History Long Term Overview

Skill Knowledge End Point	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery	Begin to make sense of their own life-story and family's history: (Family focus, Treasure Boxes, WOWs, Tapestry sharing, Home Corner, Celebrations over time [eg. Baptism, birthdays, wedding], News Time, Tapestry Talk, Growing up, Key events/figures over time [eg. Guy Fawkes], Stories and artefacts, History Day, Sequencing events and stories, Old and New, Days of the Week).					
Reception	Talk about members of their immediate family and community.		Comment on images of familiar situations in the past.		Compare and contrast characters from stories, including figures from the past.	
End Point for EYFS	<p>ELG:</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>					
Year 1	<p>Significant Individuals (Mary Anning)</p> <p>Events beyond living memory - Dinosaur fossils.</p> <p>Understand the term significant and explain why a significant individual is important.</p> <p>To know that identifying similarities and differences helps us to make comparisons</p>	<p>Significant events beyond living memory - Great Fire of London</p> <p>Guy Fawkes</p> <p>Identify some key features of a significant historical event beyond living memory.</p> <p>To know aspects of everyday life include houses, jobs, objects, transport and entertainment.</p>		<p>Significant Individuals: (Neil Armstrong/Tim Peake)</p> <p>Order information on a timeline.</p> <p>To know a person who is historically significant, has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p>		

	between life now and in the past.					
Year 2		<p>Lives of Significant sportspeople with national and international achievements (Pele, Rashford – changed based on children’s interests & current issues). Local Significant People: Kieron Trippier.</p> <p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p>	<p>Lives of Significant People – (Grace Darling/Captain Cook).</p> <p>Events beyond living memory – (Christopher Columbus, Early explorers).</p> <p>Sequence significant information in chronological order.</p> <p>To know that a timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p>		<p>Significant historical events in their own locality – Castles – (Skipton Castle).</p> <p>Present historical information in a simple non-chronological report or independent writing.</p> <p>To know that life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p>Local History & changes within living memory: Significant Events, People and Places in Ramsbottom and history of the school.</p> <p>Describe how an aspect of life has changed over time.</p> <p>To know about Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p>
End point for KS1	<p>Know about changes within living memory. Know about events beyond living memory that are significant nationally or globally. Know about the lives of significant individuals in the past who have contributed to national and international achievements. Know about significant historical events, people and places in their own locality.</p>					

<p>Year 3</p>	<p>Changes in Britain from the Stone Age to the Iron Age. Describe the everyday lives of people from past historical periods.</p> <p>To know how to define the Stone Age, Bronze Age and Iron Age.</p>			<p>Ancient Greece: Study of Greek life and achievements & their influence on the Western World.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p>To know the achievements and influences of the ancient Greeks on the wider world.</p>		<p>History of Pompei – links with English text. Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p>To know about a range of historical source materials and to know that some are more reliable than others.</p>
<p>Year 4</p>	<p>Roman Britain: Roman Empire and its impact on Britain.</p> <p>To describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>To know the influences of Roman civilisation on Britain.</p>				<p>Native Americans: non- European society that provides contrasts with British History.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p>To know the characteristics of the earliest civilisations.</p>	<p>Britain's settlement by Anglo Saxons and Scots Viking and Anglo Saxon struggle for the kingdom of England (up to Edward the Confessor).</p> <p>Describe the significance and impact of power struggles on Britain.</p> <p>To know the Viking invasion and Anglo-Saxon defence of</p>

						England led to many conflicts.
End point for LKS2	<p>Know about changes in Britain from the Stone Age to the Iron Age.</p> <p>Know about the Roman Empire and its impact on Britain.</p> <p>Know about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>Know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Use historic terms related to the period of study (chronological understanding).</p>					
Year 5	<p>Tudors: Significant turning point in British History and change in powers of monarch.</p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p>To know key aspects of British History.</p>			<p>Ancient Egypt: the achievements of early civilisations.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p> <p>To know the characteristics of ancient civilisations.</p>	<p>Local History Study: Holcombe Hill and Robert Peel.</p> <p>Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p>To know information from primary and secondary sources for a study of a local town or city.</p>	
Year 6		<p>Study of an aspect or theme of British History beyond 1066: Titanic.</p> <p>Local History – Remembrance Day, Armistice and Cenotaph.</p> <p>Articulate the significance of a historical person,</p>	<p>Study of an aspect or theme of British History beyond 1066: World War 2.</p> <p>Local History – WW2 speaker.</p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a</p>			<p>Non-European society contrasting with British History: Mayan Civilisation.</p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society.</p>

		<p>event, discovery or invention in British history.</p> <p>To know that significant people, events, discoveries or inventions can affect many people over time.</p>	<p>past or ancient society.</p> <p>To know that war, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p>			<p>To know the characteristics of the earliest civilisations.</p>
<p>End point for UKS2</p>	<p>Know about a non-European society that provides contrasts with British history – Mayan Civilisation. Know and understand significant aspects of the history of the wider world. Gain historical perspective by placing their growing knowledge into different contexts. Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>					