



# History Overview



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn - Joint Focus						
<b>Let's Explore</b> I can talk about then and now. I understand the concepts of yesterday, today and tomorrow. I can explore how real-life objects are the same and different. I can begin to ask questions to find out more information. I can recite songs and poems that were popular in the past. I can compare modern and historic photos of the same place. I can share experiences I have had in the past.	<b>Childhood</b> I can talk about the present. I can talk about the past. I can compare features of children's lives from the past with my own. I know that museums and historical sites are places where I can learn more about the past. I can identify how I have changed with age. I can sequence key events from my lifetime. I can discuss and explain a simple family tree. I can compare the 1950s to present day. I can recall key facts about the Queen's coronation.	<b>Movers and Shakers</b> I can explain the Dawson's Model. I can identify significant people and explain their legacy. I know the difference between a primary and secondary source of information. I can recall facts about significant people from the past. I can recall key events from the past and place them on a timeline. I can talk about the lifetime of a key individual. I understand how to build a timeline that displays the lives of key people. I understand the vocabulary and legacy of activism.	<b>Through the Ages</b> I can explain about B.C and A.D on a number line, including how the numbers descend and ascend. I can explain how the stone age ended and the bronze age began. I can explain where the prehistoric period is on a timeline. I can compare how people in prehistory lived compared to lives today. I can explain where key artefacts have been found and what they tell us. I can describe evidence of prehistory found in Cornwall. I can describe what a settlement is and explain its significance. I can explain how artefacts drive our historical knowledge.	<b>Invasion</b> I can explain who the Anglo-Saxons and Vikings are. I can explain what the term 'invasion' means. I can compare how invasion happened in the past to current day. I can describe the impact invasion had on the people of Britain. I can recall key events from the Anglo-Saxon and Viking time periods. I can describe how the Vikings travelled to Britain. I can describe what happened when Roman rule in Britain ended. I understand the term 'middle ages' means. I can describe evidence of the middle ages found in Cornwall. I can compare my knowledge of kingdoms and empires. I can compare different invasion experiences.	<b>Dynamic Dynasties</b> I can evaluate the knowledge I already have of a time period. I can describe the features of an archaeological dig and the experiences of the archaeologists on the dig. I can compare the significance of Bronze during the Shang dynasty to that of the European bronze age. <b>I can explain the impact of the Shang dynasty on our lives today.</b> I can explain what a dynasty is. I can compare the lives of people from the Shang Dynasty to our lives today. I can recall key events from the Shang Dynasty and place them on a timeline. I can describe what every life during the Shang dynasty may have been like. I can explore the significant events during the Shang dynasty, including explaining how it ended. I can recall key facts about Fu Hao.	<b>Maafa</b> I can use topic specific vocabulary with confidence. I can use my prior knowledge to problem solve. I can draw conclusions and predict outcomes. I can compare my knowledge of Europe and the UK to information I have about historic Africa. I can build a timeline of historic Africa and place it within the chronology I already know. I can conduct my own historic research using sources of information available to me. I can discuss the experiences and impact of the slave trade. I can use a range of sources to build an understanding of the experiences of people in the past. I can explore the reasons for slavery and discuss its abolition. <b>I can compare how race is viewed in different periods of time to today.</b>
Spring – Geography Focus						
<b>Long Ago</b> I can describe how objects from the past are different from modern day objects. I can ask somebody questions about things that have already happened. I can compare the nature of toys from the past to today. I can recall key facts about how days long ago are different from today.	<b>Bright Lights, Big City</b> I can compare the nature of cities today to how they have been in the past. I can describe how buildings have evolved over time. I can identify modern and historical buildings in Cornwall. I can compare aerial photographs from different times. I can discuss how my town has changed over time.	<b>Coastline</b> I can identify how coastlines may change over time. I can describe the everyday life of people living in a coastal village from the past. I can discuss the legacy of sea shanties.	<b>Rocks Relics and Rumbles</b> I can identify how the earth changes over time as a result of tectonic events. I can explain how fossils and rocks give us information about the past. I can recall key facts about a historic event. I can explain why an event is significant.	<b>Misty Mountain, Winding River</b> I can identify how the earth changes over time as a result of erosion, transportation and deposition. I can explain how rivers played a key role in the formation of settlements.	<b>Sow, Grow and Farm</b> I can explain how the development of technology and transport has impacted the nature of agriculture. I can discuss the impact climate change has had on agriculture over time.	<b>Frozen Kingdoms</b> I can identify how cold climates have changed over time, as a result of climate change. I can recall key explorers and expeditions. I can discuss how our understanding of different biomes has evolved, and what has influenced this.

## Summer – History Focus

<p><b>Animal Safari</b>  <b>On the Beach</b>  I can sequence events.  I can describe how things may change over time.  I can compare how people lived in the past to now.  I can recall key facts about things that were different in the past to now.</p>	<p><b>School Days</b>  I can place key events on a timeline of living memory.  I can compare school life now to school life in the Victorian times.  I can explain the concepts of ‘living memory’ and ‘beyond living memory’.  I can identify several different sources of information, including anecdotal, newspaper articles and historical artefacts.  I can recall the key facts of a significant person in education history, e.g. Samuel Wilderspin.  I can discuss the impact of a significant person in education.  <b>I can discuss the gender and diversity elements of education in the past and now.</b></p>	<p><b>Magnificent Monarchs</b>  I can recall key events from a monarch’s reign.  I can explain the impact these events have had on life today.  I can discuss how different monarchs lived, including how they travelled and communicated with their people.  I can compare the power and significance of today’s monarch with a monarch from history.  I can place key events on a timeline across several centuries.  I can explain why an events is considered in ‘living memory’ or ‘beyond living memory’.  I can identify several different sources of information, including anecdotes, newspaper articles and historical artefacts.</p>	<p><b>Emperors and Empires</b>  I can explain who the Ancient Romans were and why they wanted to invade Britain.  I can explain what the Roman Empire was.  I can recall key dates from the Roman Period.  I can explain the significance of the absence of Roman occupancy in Cornwall.  I can explain the significance of religion.  I can recall key facts about a Roman Emperor, including how they were chosen and the power they had.  I can compare Roman lives to life today, including concepts such as travel, leisure and power.  I can discuss the impact the Roman Invasion had on Ancient Britain.  I can place key events on a timeline that begins prior to the year 0.  I can identify key features in landscape and geography as sources of information.</p>	<p><b>Ancient Civilisations</b>  I can recall key dates from the two key ancient civilisations – Sumer and Egyptian.  I can compare ancient civilisation lives to life today, including concepts such as travel, leisure and power.  I can recall key inventions from ancient civilisations and discuss their impact on life today.  I can explain what a civilisation is.  I can discuss how civilisations rise and fall.  I can recall facts about key people from several ancient civilisations.  I can explain how Ancient Historical events overlap with other timelines.  I can begin to explain how archaeologists identify an artefact and explore what it information it provides.</p>	<p><b>Groundbreaking Greeks</b>  I can compare Ancient Greek lifestyles and how they compared to Ancient Civilisations around at the same time.  I can explain different periods of time within the Greek timeline.  I can place key Greek events on a timeline and compare these to timelines from the same period.  I can recall key people from the Greek period and discuss their significance.  I can discuss the impact Greek discoveries have had on life today.  I can explain how the Ancient Greek period came to an end.  I can identify the impact Greek culture had on Cornwall.  I can compare Greek religion to modern day religion.  I can develop a set of questions to inform research into a period of time.</p>	<p><b>Britain at War</b>  I can build an appropriate timeline and place key events on it.  I can recall key events related to conflict in Britain.  I can discuss the causes of a World War.  I can compare the experiences of fighting in WW1 and WW2.  I can discuss the impact of the World Wars on Cornwall/ Britain/ the World.  I can explain how Cornwall was involved in the war effort.  I can recall key facts about significant people from World War 2.  I can discuss how children may have experienced evacuation during the war.  I can use a variety of sources of information to explore and develop my knowledge of a key event.</p>
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