

History overview

At Meriden CE Primary School, we aim to provide a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Here is a link to the National Curriculum for History:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum - History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)








Key Stage One:

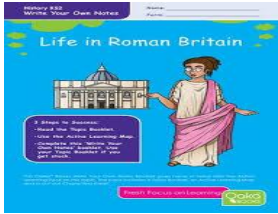





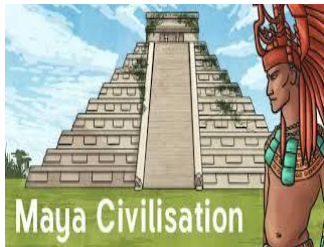
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key Stage Two:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Overview of History Topics at Meriden CE Primary School

Year 1	Topic- Toys 	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>How have ipads and games consoles changed how we live?</p>	Topic- Antarctica 	<p>Events beyond living memory that are significant globally.</p> <p>Antarctic Explorers – Finding the South Pole.</p>	Topic- Meriden Village 	<p>Significant historical events, people and places in pupils' own locality.</p> <p>Life at Meriden school and in the village.</p>
Year 2	Topic- London 	<p>Events beyond living memory that are significant nationally.</p> <p>The Great Fire of London.</p>	Topic- Real Life Superheroes 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Mary Seacole, Florence Nightingale and Edith Cavell.</p>		
Year 3	Topic- Tribal Tales 	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Stone Age to the Iron Age.</p>	Topic- Egyptians 	<p>The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared, with an in-depth study of Ancient Egypt.</p>		

Year 4	Topic- Romans 	A study of the Roman Empire and its impact on Britain.	Topic- Smashing Saxons 	The settlement by Anglo-Saxons and Scots in Britain.		
Year 5	Topic- Ancient Greece 	A study of Greek life and achievements and their influence on the Western world.	Topic- The Vikings 	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Topic- The Tudors 	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Incorporate learning on a significant turning point in British History – The Reformation of the Church.
Year 6	Topic- Behind the Bombs 	A local history study of the city of Coventry and the surrounding area in the Blitz.	Topic- The Mayans 	A study of a non-European society that provides contrasts with British history. Mayan Civilisation c.AD 900		

Progression of Skills in History at Meriden CE Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key National Curriculum Objectives with topic focus	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Toys – How have ipads and games consoles changed how we live?</p> <p>Events beyond living memory that are significant globally.</p> <p>Antarctic Explorers – Finding the South Pole.</p> <p>Significant historical events, people and places in pupils' own locality.</p> <p>Life at Meriden school and in the village.</p>	<p>Events beyond living memory that are significant nationally.</p> <p>The Great Fire of London.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Mary Seacole, Florence Nightingale and Edith Cavell.</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>The Stone Age to the Iron Age.</p> <p>The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared, with an in-depth study of Ancient Egypt.</p>	<p>A study of the Roman Empire and its impact on Britain.</p> <p>The settlement by Anglo-Saxons and Scots in Britain.</p>	<p>A study of Greek life and achievements and their influence on the Western world.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Incorporate learning on a significant turning point in British History – The Reformation of the Church.</p>	<p>A local history study of the city of Coventry and the surrounding area in the Blitz.</p> <p>A study of a non-European society that provides contrasts with British history.</p> <p>Mayan Civilisation c.AD 900.</p>
Chronological understanding	<p>Sequence a series of events from a story about the past.</p> <p>Use a series of common words and phrases to describe and convey the passing of time. Such as then, next, Before I was born, When I was little.</p> <p>Sequence events in their own lives.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods in history.</p> <p>Match objects to people of different ages.</p>	<p>Sequence artefacts closer in time, checking with a reference book.</p> <p>Sequence photographs from different periods of their life.</p> <p>Describe memories of key events in their lives.</p>	<p>Place the time studied on a timeline.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p>	<p>Place events from the period studied on a timeline.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms. E.g BC/AD.</p>	<p>Know and sequence key events of the time studied.</p> <p>Use relevant terms and period labels.</p> <p>Make comparisons between different times in the past.</p>	<p>Place current study on a timeline in relation to other studies.</p> <p>Use relevant dates and terms.</p> <p>Sequence up to 10 events on a timeline.</p>
Range and Depth of Historical Knowledge	<p>Recognise the difference between the past and present in their own lives and in others' lives.</p>	<p>Recognise why people did things, why events happened and what happened as a result.</p>	<p>Find out about the everyday lives of people studied.</p> <p>Compare with our own lives today.</p>	<p>Use evidence to reconstruct life in the period studied.</p> <p>Identify key features and events of the period studied.</p>	<p>Study different aspects of different people. E.g differences between men and women.</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views or feelings.</p>

	Know and recount episodes from stories about the past.	Identify differences between ways of life at different times.	Identify reasons for and the result of people's actions. Understand why people may have wanted to do something.	Look for links and effects in the period studied. Offer a reasonable explanation for some events.	Examine causes and results of great events and the impact on people. Compare life in early and late times of the period studied. Compare an aspect of life with the same aspect in another time period.	Compare beliefs and behaviours with another time period. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate the explanation. Know key dates, characters and events of the time studied.
Interpretations of History	Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past. How reliable are their memories?	Compare two versions of a past event. Compare pictures or photographs of an event in the past. Discuss the reliability of photos, accounts and stories.	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use textbooks and historical knowledge.	Compare different accounts of a historical event – fact or fiction. Offer some reasons for different versions of events.	Link sources and work out how conclusions were arrived at. Consider ways of checking the accuracy of interpretations – fact, fiction, opinion. Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research.
Historical Enquiry	Find answers to simple questions about the past from sources of information. E.g artefacts.	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Use a range of sources to find out about a period. Observe small details in artefacts and pictures. Select and record information relevant to the study. Begin to use the library and the internet for research.	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in the time studied. Ask a variety of questions. Use the library and internet for research.	Begin to identify primary and secondary sources. Use evidence to build up a picture of a past event. Select relevant sections of information. Use the library and internet for research with increasing confidence.	Recognise primary secondary sources. Use a range of sources to find out about an aspect of the past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account.
Organisation and Communication	Communicate knowledge through.... Discussion, drawing pictures, drama/role play, making models, writing, using ICT.	Communicate knowledge through.... Discussion, drawing pictures, drama/role play, making models, writing, using ICT.	Communicate knowledge through.... Discussion, drawing pictures, drama/role play, making models, writing, using ICT.	Recall, select and organise historical information. Communicate knowledge and understanding in a range of ways.	Recall, select and organise historical information. Communicate knowledge and understanding in a range of ways.	Select and organise information to produce structured work, making appropriate use of dates and terms.