

## Subject Overview: Skills and Coverage in History

Year Group	Skills	Cross Curricular 'Inspire' Topic
1	<ul style="list-style-type: none"> <li>• To use words and phrases like: old, new and a long time ago.</li> <li>• To recognise that some objects belong to the past.</li> <li>• To explain how I have changed since I was born.</li> <li>• To explain how some people have helped us to have better lives.</li> <li>• To ask and answer questions about old and new objects.</li> <li>• To spot old and new things in a picture.</li> <li>• To explain what an object from the past might have been used for.</li> </ul>	<p>Who am I – Term 1</p> <p>Let's celebrate – Term 2</p> <p>To the rescue – Term 3</p> <p>The potting shed - Term 4</p>
2	<ul style="list-style-type: none"> <li>• To use words and phrases like: before, after, past, present, then and now.</li> <li>• To recount the life of someone famous from Britain who lived in the past and to explain what they did earlier and what they did later.</li> <li>• To give examples of things that were different when my grandparents were children.</li> <li>• To find out things about the past by talking to an older person.</li> <li>• To answer questions using books and the internet.</li> <li>• To research the life of a famous person from the past using different sources of evidence.</li> </ul>	<p>Through the keyhole – Term 1</p> <p>Fly high – Term 2</p> <p>National celebrations – Term 5</p>
3	<ul style="list-style-type: none"> <li>• To describe events from the past using dates when things happened.</li> <li>• To use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• To use my mathematical knowledge to work out how long ago events happened.</li> <li>• To explain some of the times when Britain has been invaded.</li> <li>• To use research skills to find answers to specific historical questions</li> <li>• To use research in order to find similarities and difference between two or more periods of history.</li> </ul>	<p>Set in stone – Term 1</p> <p>Art on your door step - Term 3</p> <p>What did the romans do for us – Term 5</p>
4	<ul style="list-style-type: none"> <li>• To plot events on a timeline using centuries.</li> <li>• To use my mathematical skills to round up time differences into centuries and decades.</li> <li>• To explain how the lives of wealthy people were different from the lives of poorer people.</li> </ul>	<p>Were the dark ages dark – Term 1</p> <p>The good, the bad and the ugly – Term 3</p> <p>It's a small world – Term 5</p>

	<ul style="list-style-type: none"> <li>• To explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• To explain how an event from the past has shaped our lives today.</li> <li>• To research two versions of an event and explain how they differ.</li> <li>• To research what it was like for children in a given period of history and present my findings to an audience.</li> </ul>	
5	<ul style="list-style-type: none"> <li>• To draw a timeline with difference historical periods showing key historical events or lives of significant people.</li> <li>• To compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>• To explain how Parliament affects decisions making in England.</li> <li>• To explain how our locality has changed over time.</li> <li>• To test out a hypothesis in order to answer questions.</li> <li>• To describe how crime and punishment has changed over a period of time.</li> </ul>	<p>The ancient Greeks – Term 1</p> <p>Fever, fire and fashion – Term 3</p> <p>Our commonwealth – Term 5</p>
6	<ul style="list-style-type: none"> <li>• To place features of historical events and people from the past societies and periods in a chronological framework.</li> <li>• To summarise the main events from a period of history, explaining the order of events and what happened.</li> <li>• To summarise how Britain has had a major influence on the world.</li> <li>• To summarise how Britain may have learnt from other countries and civilization (historically and more recently).</li> <li>• To identify and explain differences, similarities and changes between different periods of history.</li> <li>• To identify and explain propaganda.</li> <li>• To describe a key event from Britain’s past using a range of evidence from different sources.</li> <li>• To describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> </ul>	<p>Who’s the Mummy – Term 3</p> <p>The battle of Britain – Term 4</p> <p>Time to shine – Term 6</p>