

Ofsted Research review link

<https://www.gov.uk/government/publications/research-review-series-history>

History - Long term overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	All about me Own History My family Celebrations	Celebrations Own History Fire service	Terrific tales Traditional tales (from the past) Celebrations Own History	Amazing animals Habitats - How they are changing are time Celebrations Growing (animals) Own History	Come outside Growing (plants) Growing (Insects) Farming Own History	Out of this world Space Dinosaurs Transition - Reception to Year 1 Own History
Year 1	History of transport		How has Louth changed? (Market town, the town centre and new developments)		John Grundy and Louth canal (leading up to the Louth Flood of 1920)	
Year 2	Great Fire of London	Florence Nightingale	Christopher Columbus		Neil Armstrong – Similarities and differences to Christopher Columbus	
Year 3	Stone age to Iron age	Egyptians	Greeks		Mayan civilisation	
Year 4	Romans and their legacy	Anglo Saxons and Vikings	Normans		Tudors and the Lincolnshire uprising	
Year 5	The Space Race (chronology of significant events)	Victorians – Vile or virtuous?		What has Baghdad Brought us? (Early Islamic Civilisation)	The Louth Flood (1920)	
Year 6	WW2		Shackleton’s journey		Significant figures in Human Rights	

History - Medium term plans

		Autumn - All about me / Let's celebrate now	Spring - Terrific Tales / Amazing Animals	Summer - Come outside / out of this world
EYFS	Cultural, ethnic and religious diversity	<ul style="list-style-type: none"> To understand why some people celebrate Diwali - Diwali Story To understand why we celebrate Bonfire night – Guy Fawkes. To understand why we celebrate Remembrance day – World War II To understand why we celebrate Christmas - Nativity Story To understand why we celebrate birthdays. To look at how Christmas celebrations have changed over time. Talk about events in their life - Birthdays/Christmas. 	<ul style="list-style-type: none"> Why do we celebrate Chinese New Year? - The Great Race Why are the years named after animals? Why do we celebrate Easter? - Easter Story 	<ul style="list-style-type: none"> Introduce Neil Armstrong – First Man on the Moon Introduce Mary Anning – palaeontologist To learn about the dinosaurs/fossils.
	Chronology	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Begin to understand the past through settings, characters and events. Compare similarities and differences between now and then (using images from books) Talk about events in their life To sequence the life cycle of an animal (Nursery - 2 pictures/Reception - 3 pictures) 	<ul style="list-style-type: none"> To sequence the stages of a plant growing. (Nursery - 2 pictures/Reception - 3 pictures) To explore changes over time - plants To sequence the life cycle of an insect (Nursery - 2 pictures/Reception - 3 pictures) To explore changes over time - insects (caterpillars to butterflies) Talk about events in their life
	Change and continuity	<ul style="list-style-type: none"> Look at how they have changed over their lifetime. Talk about events in their life - Nursery/Weekends/ Begin to understand how life has changed over time for members of their family. Compare similarities and differences between the fire service in the past and now. 	<ul style="list-style-type: none"> To understand the impact of cutting down trees on the rainforest To understand the issue of global warming on the polar habitat. Discuss what they can do about climate change - Recycle – reduce – reuse Begin to understand that some animals are endangered/extinct and why 	<ul style="list-style-type: none"> Compare similarities and differences between farming in the past and now.
	Historical enquiry	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

		Autumn - History of Transport	Spring - How has Louth changed?	Summer - John Grundy - Louth Canal
Year 1	Historical Knowledge	<ul style="list-style-type: none"> I can explain how some methods of transport have changed over time (e.g. cars, trains) I can use comparing words like same, different, change I can explain how some people have helped us to have better lives I can give examples of things that were different when my grandparents were children (train routes/buses) I can explain what an object from the past might have been used for (window winder from a car, floppy disc, 	<ul style="list-style-type: none"> I can explain how some parts of Louth have changed over time (Town centre, market) I can begin to distinguish between fact and fiction I can give examples of things that were different when my grandparents were children (independent shops, fairfield industrial estate, chip and pin / contactless) I can explain what an object from the past might have been used for 	<ul style="list-style-type: none"> I can explain what an object from the past might have been used for I can explain how some parts of Louth have changed over time (Louth canal) I can explain what an object from the past might have been used for
	Chronology	<ul style="list-style-type: none"> I can spot old and new things in a picture Recognise that some objects belonged to the past Use words like old, new and a long time ago Sequence 3 or 4 artefacts from distinctly different periods of time 	<ul style="list-style-type: none"> Match objects to people of different ages 	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time
	Interpretation of History	<ul style="list-style-type: none"> I can begin to distinguish between fact and fiction 	<ul style="list-style-type: none"> I can compare adults talking about the past and think about how reliable their memories are. 	<ul style="list-style-type: none"> I can distinguish between fact and fiction
	Historical enquiry	<ul style="list-style-type: none"> I can use sources to answer questions (e.g an information book) 	<ul style="list-style-type: none"> I can use sources to answer questions (e.g an information book) 	<ul style="list-style-type: none"> I can find out about the life of someone who used to live in my area using the internet or books.

		Autumn - Great fire of London / Florence Nightingale	Spring - Christopher Columbus	Summer - Neil Armstrong (similarities and differences to Christopher Columbus)
Year 2	Historical Knowledge	<ul style="list-style-type: none"> I can spot old and new things in a picture I can recount facts from a significant event in British history (Great Fire of London) I can explain how some people have helped us to have better lives (Florence Nightingale, Mary Seacole) I can recount the life of a significant individual who lived in the past. I can explain what they did earlier and what they did later. 	<ul style="list-style-type: none"> I can spot old and new things in a picture 	<ul style="list-style-type: none"> I can give examples of things that were different when my grandparents were children I can spot old and new things in a picture
	Chronology	<ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then, now, BC, AD, century and decade. I can sequence key events in the life of a significant individual (6+) 	<ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then, now, BC, AD, century and decade. I can sequence key events in the life of a significant individual (6+) 	<ul style="list-style-type: none"> I can use words and phrases like: before, after, past, present, then, now, BC, AD, century and decade. I can sequence key events in the life of a significant individual (6+)
	Interpretation of History	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past I can discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> I can compare pictures or photographs of people or events in the past I can discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> I can find out things about the past by talking to an older person I can compare pictures or photographs of people or events in the past I can discuss reliability of photos/ accounts/stories
	Historical enquiry	<ul style="list-style-type: none"> Use a source to observe - handle sources to answer questions about the past on the basis of simple observations. (including artefacts, pictures, photographs) 	<ul style="list-style-type: none"> Use a source to observe - handle sources to answer questions about the past on the basis of simple observations. (including artefacts, pictures, photographs) 	<ul style="list-style-type: none"> Use a source to observe - handle sources to answer questions about the past on the basis of simple observations. (including artefacts, pictures, photographs)

		Autumn - Stone age to Iron Age / Egyptians	Spring - Ancient Greece	Summer - Mayan Civilisation
Year 3	Historical Knowledge	<ul style="list-style-type: none"> I know that people in the past cooked and travelled differently and used different weapons from ours. I can recognise that the lives of wealthy people were very different from those of poor people. I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived (everyday items and larger monuments e.g. Stonehenge). I can give details on some aspects of Ancient Egyptian life (e.g. differences in class, 	<ul style="list-style-type: none"> I can give detail on some aspects of Ancient Greek life (Greek gods, democracy, lives of the different city states) I can compare aspects of life for different civilisation (Gods, classes / democracy) 	<ul style="list-style-type: none"> I can give detail on some aspects of Ancient Mayan life (_____) I can compare aspects of life for different civilisation (Gods, classes)
	Chronology	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened (decades). I can use a timeline within a specific period of history to set out the order that things may have happened (centuries). 	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened (decades). I can use a timeline within a specific period of history to set out the order that things may have happened (decades). 	<ul style="list-style-type: none"> I can describe events from the past using dates when things happened (decades). I can use a timeline within a specific period of history to set out the order that things may have happened (centuries and decades).
	Interpretation of History	<ul style="list-style-type: none"> I can answer questions using books and the internet. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museums, cartoons etc. 	<ul style="list-style-type: none"> I can answer questions using books and the internet. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museums, cartoons etc. 	<ul style="list-style-type: none"> I can answer questions using books and the internet. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museums, cartoons etc.
	Historical enquiry	<ul style="list-style-type: none"> I can recognise the part that archaeologists have had in helping us understand more about the past. Use a range of sources to find out about a period Observe small details – artefacts, pictures Begin to use the library and internet for research Select and record information relevant to the study 	<ul style="list-style-type: none"> Begin to use the library and internet for research Select and record information relevant to the study, explaining why some information has been chosen 	<ul style="list-style-type: none"> Begin to refine use the library and internet for research, searching for more specific terms Select and record information relevant to the study, explaining why some information has been chosen and why some has been omitted

		Autumn - Romans and their legacy / Anglo Saxons and Vikings	Spring - Normans	Summer - Tudors and the Lincolnshire uprising
Year 4	Historical Knowledge	<ul style="list-style-type: none"> I can give detail on some aspects of Roman life (war, law and the lives of different citizens, Polytheism, Claudius' invasion and conquest including Hadrian's wall) I can explain some of the legacy of the Roman invasion of Britain (architecture, transport). I can recognise that several different groups have invaded Britain over time (Viking raids). I realise that invaders in the past would have fought fiercely, using hand to hand combat. I can begin to picture what life would have been like for the early settlers. 	<ul style="list-style-type: none"> I can suggest why certain events happened as they did in history. I can suggest why certain people acted as they did 	<ul style="list-style-type: none"> I can suggest why certain events happened as they did in history. I can compare aspects of life for different civilisations.
	Chronology	<ul style="list-style-type: none"> I can plot events on a timeline (using centuries). Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD 	<ul style="list-style-type: none"> I can plot events on a timeline using (decades) Use terms related to the period and begin to date events 	<ul style="list-style-type: none"> I can plot events on a timeline using (decades / individual years) Use terms related to the period and begin to date events
	Interpretation of History	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Use textbooks and historical knowledge 	<ul style="list-style-type: none"> Look at two versions of an event and say how they differ Begin to evaluate the usefulness of different sources Use textbooks, artefacts and historical knowledge 	<ul style="list-style-type: none"> Begin to evaluate the usefulness of different sources Use textbooks, artefacts and historical knowledge
	Historical enquiry	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

		Autumn - The Space Race (A chronology)	Spring - Victorians - Vile or Virtuous? / What has Baghdad brought us?	Summer - The Louth Flood (1920)
Year 5	Historical Knowledge	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I can describe the work of important historical figures from other cultures (e.g. Muhammad ibn Musa al-Khwarizmi (mathematics, geography and astronomy), Zaynab Al Shahda (Calligrapher, famous for work in Islamic Law and Hadiths). I can make comparisons between historical periods; explaining things that have changed and things that have stayed the same (law and the class system – comparisons from previous years to Victorian practice). I can explain how the lives of wealthy people were different from the lives of poorer people in Victorian times: clothing, child labour / work, housing, food, school, I can compare and contrast elements of different civilisations, linking new learning to civilisations I have learned about in previous years. 	<ul style="list-style-type: none"> I can explain events of a significant event in local history
	Chronology	<ul style="list-style-type: none"> Know and sequence key events of time studied using a timeline (decades – space, centuries) 	<ul style="list-style-type: none"> Know and sequence key events of time studied using a timeline (decades:, centuries – Early Islamic Civilisation) Use relevant terms and period labels (AD, BC, century, decade, Hijiri/lunar calendar) Make comparisons between events that happened at the same time in the past (8AD: EIC & England) 	<ul style="list-style-type: none"> Make comparisons between different times in the past
	Interpretation of History	<ul style="list-style-type: none"> Compare account of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 	<ul style="list-style-type: none"> Compare account of events from different sources – fact or fiction Offer some reasons for different versions of events
	Historical enquiry	<ul style="list-style-type: none"> Use evidence to build up a picture of a past event Select relevant sections of information 	<ul style="list-style-type: none"> Use the library and internet for research with increasing confidence 	<ul style="list-style-type: none"> Begin to identify primary and secondary sources

		Autumn - World War II	Spring - Shackleton's Journey	Summer - Significant figures in Human Rights
Year 6	Historical Knowledge	<ul style="list-style-type: none"> I can summarise the main events from a specific period in history, explaining the order in which key events happened (WW2 – cause and effect – how the war started, the blitz and evacuation, propaganda, the home front, events leading to the end of the war). I can summarise how Britain has had a major influence on world history. I can summarise what Britain may have learnt from other countries and civilisations in times gone by and more recently. 	<ul style="list-style-type: none"> I know some details of the journey of Ernest Shackleton I can explain the impact of the choices Shackleton and his team made 	<ul style="list-style-type: none"> I know some details of works of significant figures in human rights (Martin Luther King Jr, Nelson Mandela, Greta Thunberg, Malala Yousafzai, Emmeline Pankhurst and Millicent Garrett /Fawcett)
	Chronology	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms 	<ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline (decades and single years)
	Interpretation of History	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research 	<ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research
	Historical enquiry	<ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint Bring knowledge gathered from several sources together in a fluent account 		<ul style="list-style-type: none"> I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint (theory of evolution)



Eastfield
Primary and Nursery
Academy



WILMINGTON
Primary School



Lacey
Gardens
Junior Academy

				<ul style="list-style-type: none">• Use a range of sources to find out about an aspect of time past• Bring knowledge gathered from several sources together in a fluent account
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