

## Wildground Federation – History Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>N 2-3yrs</b>	Able to follow a simple now and next instruction Separates from carer with some adult support which lessens over time		Able to articulate what will be next by gesture, word, expression Separates easily from carer knowing that carer will return		Give a response to familiar photos of family and use simple words	
<b>N 3-4yrs</b>	Begin to make sense of their own life-story and family's history eg talk about photos and memories. Retell in a simple form what parents have told them about life story and family		To begin to share experiences they have had outside of the setting eg trips, holidays		Talk about and order at least 3 events in their day	
<b>Year R</b>	Use language related to time such as now/next or before/after Have a sense of their family own family history e.g. older siblings being born before them Start a class timeline ordering past events which have happened during the first term at school and event that happened before they started school		Continuing plotting key events on a timeline Use own life experiences to build a sense of past/present Comment on images of familiar situations in the past Explore toy/technology from the past how have things changed from now and then		Children use a range of language relate to time correctly yesterday/tomorrow/last week/next month Chronologically order time and events that are relevant to them and correctly place them on a timeline Understand the past through settings and characters Discuss how toys and technology has changed over time	
<b>Prior learning</b>	Begin to make sense of their own life-story and family's history.		To begin to share experiences they have had outside of the setting			
<b>Future learning</b>	Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.  Label time lines with words or phrases such as: past, present, older and newer.  Recount changes that have occurred in their own lives.		Describe historical events.  Use dates where appropriate.  Use artefacts, pictures, stories, online sources and databases to find out about the past.		Place events and artefacts in order on a time line.  Describe significant people from the past  Show an understanding of the concept of nation and a nation's history.	

**KSI**

<p><b>Year 1</b></p>			<p><b>Our Wonderful World</b></p> <p>Changes within living memory – focus on holidays.</p> <p>Use of timelines, artefacts, stories, photographs and personal reminiscences to explore chronology, change and continuity and significant features of a period.</p>	<p><b>Transport Triumphs</b></p> <p>A local study using artefacts and sources to observe the difference in time periods and to promote the use of the language of time.</p>	<p><b>Great Fire of London</b></p> <p>Use of sources, timelines and artefacts to explore chronology, cause and consequence, significance of the event and to promote historical enquiry skills.</p>	
			<p><b>Prior learning:</b> Use of simple language related to the passing of time in the past and the future e.g. ‘yesterday’, ‘tomorrow’</p>	<p><b>Prior learning:</b> Observations about what they know about the time before they were born. Awareness that history is around them.</p>	<p><b>Prior learning:</b> Discussion about significant events during the year.</p>	
			<p><b>Future learning:</b> To create simple timelines and realise that historians use dates to describe events.</p> <p>Use phrases describing intervals of time.</p> <p>Recognise some simple differences and similarities between different times.</p>	<p><b>Future learning:</b> Confidently use vocabulary associated with the past.</p> <p>Recognise that transport and technology could be different in the past.</p> <p>Can match old objects to people or situations from the past.</p>	<p><b>Future learning:</b> Realise that historians use dates to describe events.</p> <p>Use phrases describing intervals of time.</p> <p>Recognise characteristic features of a person or period studied.</p>	

Year 2		<p><b>Florence Nightingale</b></p> <p>Use of artefacts, primary resources, research and trip to Royal Victoria Chapel to promote understanding of the period, the significance of Florence Nightingale and Mary Seacole to the present day and confidence in expressing children's own interpretation of history.</p>		<p><b>Rescue!</b></p> <p>Use of artefacts, research, sources and debate to promote understanding of chronology, characteristic features, cause and consequence, significance of the event and interpretation of events.</p> <p>To look at the significance of Grace Drling in the history of rescue at sea.</p> <p>To explore one major event (the sinking of the Titanic), the factors which contributed to it and how this impacted on modern rescue services.</p>		
		<p><b>Prior learning:</b></p> <p>Recognise that buildings, clothing, transport or technology could be different in the past and uses simple historical vocabulary to describe it.</p> <p>Give simple explanations about why a person from the past acted as they did</p>		<p><b>Prior learning:</b></p> <p>Can give simple explanations of causes and consequences of an important historical event.</p> <p>Can recognise that transport could be different in the past.</p> <p>Can describe how aspects of the past differ from today.</p>		

		<p>and talk about the consequences of those actions.</p> <p>Correctly use vocabulary associated with the past.</p>		<p>Can discuss different accounts of real historical solutions.</p> <p>Can talk about similarities and differences between sources.</p>		
		<p><b>Future learning:</b> Use phrases describing intervals of time.</p> <p>Uses and understands AD/BC or BCE/CE.</p> <p>Can describe the main features of a civilisation.</p>		<p><b>Future learning:</b> Can describe some changes over a period of time.</p> <p>Can recognise developments that have caused change.</p> <p>Can recognise that we might have more than one version of events.</p> <p>Can recognise the importance of sources in giving us information about the past.</p>		

KS2

<b>Year 3</b>			<p><b>Stone Age</b></p> <p>Use of chronology, artefacts and trip to Stonehenge to promote understanding of characteristic features of the period, change and continuity, interpretation of the past and historical enquiry.</p>	<p><b>Romans</b></p> <p>Use of research and debate to explore why the Romans might have come to Britain and what benefits they brought.</p> <p>To develop understanding of chronology, change</p>		
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			<p><b>Prior Learning:</b> Realise that historians use dates to describe events.</p> <p>Can describe the causes or consequences of an important historical event.</p> <p>Can discuss why someone was important.</p> <p>Can gather information from simple sources to answer questions about the past.</p>	<p><b>Prior Learning:</b> Can identify and talk about differences in accounts relating to people or events from a contemporary and present source.</p> <p>Can describe in simple terms the causes and consequences of an important historical event.</p>		
			<p><b>Future Learning:</b> Begin to understand that historical periods overlap each other and vary in length.</p> <p>Can explain why changes in different places might be connected in some way.</p> <p>Can describe that some events are caused by things other than human actions.</p>	<p><b>Future Learning:</b> Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</p>		

			<p>Understand that new evidence means that the past can be rewritten.</p> <p>Can recognise why there might be more than one version of an event.</p>	<p>Can describe how different interpretations arise.</p> <p>Know how to find and select suitable information and sources to formulate and investigate hypothesis.</p>		
<b>Year 4</b>			<p><b>Saxons and Scots Settlement</b></p> <p>Use of discussion, research, original sources and artefacts to explore Britain's settlement by Anglo-Saxons and Scots.</p> <p>To promote understanding of chronology, characteristic features and interpretation of the past.</p>	<p><b>Viking and Anglo-Saxon Conflict</b></p> <p>Use of discussion, research, original sources and artefacts to explore the Viking settlement of Britain and its legacy.</p> <p>To promote understanding of cause and consequence, significance of the period and interpretation of the past.</p>		<p><b>Local History Study – Changes in Hythe</b></p> <p>How has Hythe High Street and the pier changed over time. Use of maps, pictures, documents and interviews with living witnesses to investigate how the High Street and pier have changed over time.</p>
			<p><b>Prior Learning:</b> Can describe the main features associated with a period.</p> <p>Can describe some changes over time and identify which things stay the same.</p>	<p><b>Prior Learning:</b> Use and understand phrases which show an understanding of periods of time and AD/BC or BC/CE.</p> <p>Can describe the main features associated</p>		<p><b>Prior Learning:</b> Can recognise changes over a period of time and the reasons for this.</p> <p>Can identify things which have stayed the same and why.</p>

			<p>Understand that events, people and developments are considered significant if they resulted in a consequential change for the people living then.</p>	<p>with the period studied.</p> <p>Can describe the causes and consequences of an important historical event offering more than one example of its results.</p>		<p>Can describe how sources reveal important information about the past.</p>
			<p><b>Future Learning:</b> Understand that past civilisations overlap with others in different parts of the world and that their respective durations vary.</p> <p>Understand that some past civilisations have important similarities.</p> <p>Consistently use period specific language.</p> <p>Can make links between different periods studied.</p> <p>Explain changes and understand that they do not impact everyone in the same way.</p> <p>Understand that different accounts of the past emerge for various reasons.</p>	<p><b>Future Learning:</b> Can give simple explanations with simple examples of why change happened during particular events.</p> <p>Can give simple explanations with simple examples of why change happened during particular events.</p> <p>Understand that changes do not impact everyone in the same way.</p> <p>Can link causes and explain why one event might be more likely to happen.</p> <p>Can analyse the significance of events, people or developments.</p>		

Year 5		<p><b>Ancient Greece</b></p> <p>A study of Greek life and achievements and their influence on the western world.</p> <p>To promote an understanding of the characteristic features of a period and its historical significance and to explore an interpretation of the past.</p>	<p><b>Overview of Ancient Civilisations</b></p> <p>To give children an overview of civilisations which developed concurrently with our own and to look at the achievements within each and how they affected other civilisations.</p>	<p><b>Shang Dynasty</b></p> <p>An in-depth exploration of an ancient civilisation using sources and artefacts to explore its characteristics, to interpret the past and to discuss its significance to other civilisations.</p>		
		<p><b>Prior Learning:</b> Begin to understand that historical periods overlap each other and vary in length.</p> <p>Can give simple explanations that not everyone in the past lived in the same way.</p> <p>Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</p>	<p><b>Prior Learning:</b> Uses more precise chronological vocabulary.</p> <p>Understands that historical understanding is continuously being revised if we find new evidence.</p>	<p><b>Prior Learning:</b> Knows how to find select and utilise suitable information and sources to formulate and investigate hypothesis.</p> <p>Can describe and question the origins and purposes of sources.</p>		

		Can describe how different interpretations arise				
		<p><b>Future Learning:</b> Can make judgements about historical significance.</p> <p>Recognises that historical significance varies over time.</p> <p>Understands that history is to do with interpretation and the reasons for this.</p> <p>Understands that interpretations of events can be questioned.</p>		<p><b>Future Learning:</b> Can accurately place periods studied in chronological order.</p> <p>Can contrast and make some significant links between civilisations.</p> <p>Understands that changes in different places and periods can be connected.</p> <p>Can explain the causes and consequences of quite complex events.</p>		
<b>Year 6</b>	<p><b>Monarchy (theme in British History).</b></p> <p>Use of primary sources, discussion and debate to explore the role of different monarchs throughout British history and the effect of their reigns on our society today.</p>		<p><b>Ancient Maya</b></p> <p>An exploration of an ancient civilisation and a comparison to Anglo Saxon culture at that time.</p> <p>To promote an understanding of characteristic features of a period and its significance, change and continuity and interpretation of the past.</p>			
	<b>Prior learning:</b>		<b>Prior Learning:</b>			

	<p>Understand that there are usually a combination of reasons for any change.</p> <p>Can use criteria to make judgements as to the significance of events, people or developments within a particular historical narrative.</p>		<p>Understands how civilisations and periods can overlap.</p> <p>Can make links between civilisations.</p> <p>Can give simple explanations with simple examples of why change happened.</p>			
	<p><b>Future Learning:</b> Year 7</p>		<p><b>Future Learning:</b> Year 7</p>			