



Leasingham St Andrew's History Overview



Concept	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To investigate and interpret the past	Know how to discuss the recent past (experiences they should remember) I can use artefacts, pictures, stories to ask questions about the past	Know how to ask questions about the past Know how to use artefacts, pictures, stories, online sources and databases to find out about the past Know how to identify some of the different ways the past has been represented	Know how to ask questions about the past Know how to use artefacts, pictures, stories, online sources and databases to find out about the past Know how to identify some of the different ways the past has been represented	Know how to use evidence to ask questions and find answers to those questions about the past Know how to suggest suitable sources of evidence for historical enquiries Know how to describe different accounts of a historic event and explain why the accounts might differ Know how to suggest causes and consequences of some of the main events in history	Know how to use evidence to ask questions and find answers to those questions about the past Know how to suggest suitable sources of evidence for historical enquiries Know how to describe different accounts of a historic event and explain why the accounts might differ Know how to suggest causes and consequences of some of the main events in history	Know how to use evidence to deduce information about the past Know how to suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn't biased Know how to understand propaganda and how we must always look at the social context of the evidence we are looking at I understand no single source of evidence will give the full answer to questions about the past	Know how to use evidence to deduce information about the past Know how to suggest suitable sources of evidence for historical enquiries and use a wide range of evidence to ensure it isn't biased Know how to understand propaganda and how we must always look at the social context of the evidence we are looking at I understand no single source of evidence will give the full answer to questions about the past
To build an overview of world history	Know how to explore what lived on the Earth before us	Know how to describe historical events and significant people involved in those events	Know how to describe historical events and significant people involved in those events	Know how to describe changes that have happened in Britain from ancient times Know how to describe the social, ethnic, cultural or religious diversity of past society Know how to describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men women and children	Know how to describe changes that have happened in Britain from ancient times Know how to describe the social, ethnic, cultural or religious diversity of past society Know how to describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men women and children	Know how to compare the times I am studying to those I studied in previous years Know how to describe the social, ethnic, cultural or religious diversity of past society Know how to describe the characteristic features of the past (Ideas, beliefs, attitudes and experiences of men, women and children)	Know how to compare the times I am studying to those I studied in previous years Know how to describe the social, ethnic, cultural or religious diversity of past society Know how to describe the characteristic features of the past (Ideas, beliefs, attitudes and experiences of men, women and children)
To understand chronology	Know how to order artefacts and images	Know how to recount changes that have happened in my lifetime Know how to place events on a time line and use dates where appropriate	Know how to place events on a time line and use dates where appropriate	Know how to place events, artefacts and historical figures on a timeline using dates I can understand the concept of change over time	Know how to place events, artefacts and historical figures on a timeline using dates I can understand the concept of change over time	Know how to describe the main changes in a period of history Know how to identify periods of rapid change in history	Know how to describe the main changes in a period of history Know how to identify periods of rapid change in history
To communicate historically	Know how to use the past tense I can comment on images of familiar situations in past tense using phrases such as long ago or in the past	Know how to use phrases like a long time ago, recently and when my parents were children	Know how to use phrases like a long time ago, recently and when my parents were children I can understand the concept of a nation and their history I can understand concepts like civilisation, monarchy, parliament, democracy, war and peace	Know how to use appropriate historical vocabulary including dates, time periods, era, change and chronology I can use English, Maths and ICT skills to communicate information about the past	Know how to use appropriate historical vocabulary including dates, time periods, era, change and chronology I can use English, Maths and ICT skills to communicate information about the past	Know how to use appropriate historical vocabulary including dates, time periods, era, change and chronology, continuity, decade, legacy, century I can use English, Maths and ICT skills to communicate information about the past I can use original ways to present ideas	Know how to use appropriate historical vocabulary including dates, time periods, era, change and chronology, continuity, decade, legacy, century I can use English, Maths and ICT skills to communicate information about the past I can use original ways to present ideas