



Clipston Primary School – Overview for History

Reception	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Understand events in their own lives – arrival of siblings, family birthdays – and the passage of time.</p> <p>Know that Clipston School was built along time ago – 350+ years.</p> <p>Look at pictures of people from the 17th and subsequent centuries to begin to appreciate historical differences in time.</p> <p>Know that technology has changed over time – appreciate that we haven't always had phones, mobiles, TV, cars, trains, planes etc.</p>	<p>How we used to live: Homes (Tudor, Victorian, Post WWII, Modern)</p> <p>Inventors: (Alexander Graham Bell, John Logie Baird, Thomas Crapper)</p> <p>The Great Fire of London: Samuel Pepys, Sir Christopher Wren, Thomas Farriner, King Charles II</p> <p>Kind and Courageous: Florence Nightingale & Mary Seacole, Emmeline Pankhurst, Rosa Parks, Nelson Mandela, Greta Thunberg</p> <p>The Gun Powder Plot: Guy Fawkes</p> <p>Remembrance Day: War Memorials (Clipston, Market Harborough, and famous ones e.g. National Memorial Arboretum, Cenotaph, Menin Gate, Tomb of the Unknown Soldier in Westminster Abbey)</p> <p>How we used to live: Schools (Clipston School & Victorian vs Modern, inc. George Buswell, William Caxton, Tim Berners Lee)</p> <p>Adventurers: Christopher Columbus and Neil Armstrong (Discovery of America and The Moon Landing), Amelia Earhart and Edmund Hillary</p>	<p>The Roman Empire and its impact on Britain.</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> - World War II. - Links to History of Clipston School. <p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> - Linked to rocks and fossils in science. <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>The achievements of the earliest civilisations:</p> <ul style="list-style-type: none"> - Ancient Egypt. 	<p>Ancient Greece:</p> <ul style="list-style-type: none"> - A study of Greek life and achievements and their influence on the western world. <p>A non-European society that provide contrast with British history:</p> <ul style="list-style-type: none"> - Maya Civilisation c.2000 BC – AD 1697. <p>A local history study:</p> <ul style="list-style-type: none"> - The English Civil War (Battle of Naseby). <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> - Tudor and Elizabethan Britain. - World War I. <p>Retrieval unit:</p> <ul style="list-style-type: none"> - To make connections and link areas of knowledge studied at Primary School to key historical questions.

Clipston Primary School – End Points for History

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
Understand Chronology			
Understand “yesterday”, “today” and “tomorrow” as being in the past, present and future.	Sequence 3 or 4 artefacts in order of time.	Place the time period studied on a time line.	Talk about chronological knowledge of local, national and global history studied.
Talk about events in their own lives, using appropriate vocabulary.	Name 2 or 3 people who contributed in the past to national achievements.	Place events, people and changes of British, local & world history on a timeline.	Use relevant terms and period labels, with reference to the school’s Timeline.
	Identify some similarities and differences between ways of life at different times.	Use dates and terms related to the study unit and passing of time.	
	Be able to articulate where people and events studied fit on a basic timeline.	Use BC/BCE /AD	

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Artefacts			
Talk about similarities and differences between familiar objects from the past and current (e.g. phone / computer / washing implements).	Compare pictures or photographs of people, artefacts or events in the past and discuss their reliability.	Use a range of artefacts to find out about a period.	Understand primary and secondary sources of evidence, giving examples of each and explaining how these support our understanding of the past.
Begin to develop an awareness that things have changed and developed over time.	Find answers to simple questions about the past by looking at artefacts e.g. objects from the Great Fire of London.	Begin to evaluate the usefulness of different artefacts.	Be aware that different evidence may lead to different interpretations of the past.
Use vocabulary such as old, oldest, new, modern.	Talks about artefacts from different time periods and be able to say which is the oldest.		Evaluate the usefulness of different artefacts.

Reception	Year 1 or Year 2	Year 3 or Year 4	Year 5 or Year 6
Build an Overview of World History and Investigate & Interpret Cause and Effect			
<p>Know that certain events e.g. Remembrance Day take place every year and how they are linked to the past.</p>	<p>Talk about why the key people studied acted as they did e.g. the Mayor during the Great Fire of London.</p>	<p>Describe how the past can be represented or interpreted in a few different ways</p>	<p>Compare different accounts of events. Offer some reasons for different versions of events.</p>
<p>Begin to be able to talk about similarities and differences between familiar objects from the past and current (e.g. phone / computer / washing implements).</p>	<p>Talk about the impact of what happened as a result of events and what happened afterwards.</p>	<p>Identify key features and significant events of the time periods studied. Compare with our lives today.</p>	<p>Talk about the different historical periods studied, using key dates. Discuss the connections and common threads between the time periods studied.</p>
<p>Talk about and discuss events that happened in the past (from their own lives and also from the school's History Curriculum Timeline) and begin to explore why they remain important today.</p>	<p>Discuss and record the reasons for and results of people's actions.</p>	<p>Discuss and be able to articulate why people acted as they did, and the result of these actions – the cause/s and effect/s.</p>	<p>Demonstrate an increasing understanding of continuity and change and the significance of these.</p>
		<p>Find out about everyday lives of people in the time periods studied.</p>	<p>Talk and write about historical events in terms of cause and effect using evidence to support and illustrate their explanation.</p>