



## St. Joseph's Catholic Primary School



### History Curriculum Phases Overview

Phases	EYFS	Phase 1 (Y1 & Y2)	Phase 2 (Y3 & Y4)	Phase 3 (Y5 & Y6)
<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources of evidence to deduce information about the past.</li> <li>Select suitable sources of evidence, giving reasons for choices.</li> <li>Use sources of information to form testable hypotheses about the past.</li> <li>Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>Refine lines of enquiry as appropriate.</li> </ul>

<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections</p>	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul>
<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening</p>	<ul style="list-style-type: none"> <li>• Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing</li> </ul>

<p>at similar times in different places</p>		<ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>		<p>them, along with evidence, on a time line.</p> <ul style="list-style-type: none"> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and techniques to convey information about the past.</p>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>