



# GCPS History Overview

## History Intent:

We would like all children to gain a love of learning about the past. We want them to develop a sense of chronology, place and how societies have developed and shaped our lives. To learn about the History of our local area and how this has changed over time and made Preston the place it is today. To enquire, question and research in addition to gaining knowledge about the periods of History studied. To compare and contrast different periods of time confidently using a time line. To enable our children to have a curiosity to find out more about the past and represent their work in a range of ways.



'Here To Learn Happily'

Key Stage One					
	Chronology	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Year 1 Key Questions	Would you prefer to go to school now or in the past?		Who was Neil Armstrong? Why was he famous?		How have holidays to the seaside changed?
Year 1	Sequence events or objects in chronological order	Begin to describe similarities and differences in artefacts drama - why people did things in the past use a range of sources to find out characteristic features of the past	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)	Sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects	Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT
Year 2 Key Questions	Why do we celebrate Remembrance day?		Who was Mary Seacole and what did she achieve?		Why did so many houses burn in 1666? What changes were made?
Year 2	Sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life	Find out about people and events in other times collections of artefacts Confidently describe similarities and differences	Compare pictures or photographs of people or events in the past able to identify different ways to represent the past	Use a source - why, what, who, how, where to ask questions and find answers. Sequence a collection of artefacts. Use of time lines	Class display/ museum annotated photographs ICT

	describe memories of key events in lives	drama - develop empathy and understanding (hot seating, sp. and listening)		discuss the effectiveness of sources	
<b>Lower Key Stage Two</b>					
	Chronology	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Year 3 Key questions	Would you rather live in the Stone Age, Bronze Age or Iron Age? Why?	Were the Romans welcome visitors? What legacy did they leave?	Were the Romans welcome visitors? What legacy did they leave?		
Year 3	Place the time studied on a time line sequence events or artefacts use dates related to the passing of time	Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions and understand why people may have had to do something.	Identify and give reasons for different ways in which the past is represented distinguish between different sources and evaluate their usefulness look at representations of the period - museum, cartoons, etc.	Use a range of sources to find out about a period. Observe small details - artefacts, pictures. Select and record information relevant to the study. Begin to use the library, e-learning for research ask and answer questions	Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama, mode
Year 4	What happened to Britain when the Romans left? Anglo Saxons and scots.	How did the Victorians shape Preston?	How important is PNE to Preston?		
Year 4	Place events from period studied on a time line use terms related to the period and begin to date events	Use evidence to reconstruct life in the time studied. Identify key features and events. Look for links and effects in time studied.	Look at the evidence available. Begin to evaluate the usefulness of different sources. Use of text books and historical knowledge	Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in the past.	Select data and organise it into a data file to answer historical questions. Know the period in which the study is set.

	understand more complex terms e.g. BC/AD	Offer a reasonable explanation for some events.		Ask a variety of questions use the library, e-learning for research	Display findings in a variety of ways. Work independently and in groups
<b>Upper Key Stage Two</b>					
	Chronology	Range and Depth of Historical Knowledge	Interpretations of History	Historical Enquiry	Organisation and Communication
Year 5 Key Questions	Were the Ancient Egyptians a powerful civilization?		What can we thank the Greeks for?	What can we thank the Greeks for?	
Year 5	Place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history	Study different aspects of life of different people. Develop a broad understanding of ancient civilisations Examine causes and results of great events and the impact on people. Compare life in early and late times studied. Compare an aspect of life with the same aspect in another period. Study an ancient civilization in detail (e.g. Egypt)	Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events	Begin to identify primary and secondary sources. Use evidence to build up a picture of life in the time studied. Select relevant sections of information. Confident use of library, e-learning, research	Fit events into a display sorted by theme/time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms: work independently and in groups showing initiative
Year 6 Key Questions	Who was more successful the Anglo Saxons or the Vikings?		Who are the Mayans and what were they famous for?	How has crime and punishment changed?	

Year 6	Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time line.	Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another period studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied. Compare and contrast ancient civilisations	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. Confident use of the library etc. for research	Recognise primary and secondary sources. Use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathered from several sources together in a fluent account	Select an aspect of study to make a display. Use a variety of ways to communicate knowledge and understanding including extended writing. Plan and carry out individual investigations.
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