



Overview and steps in learning

History Whole School Long Term Overview

Year Group	A1	A2	Sp1	Sp2	Su1	Su2
Lower KS2 Block A	<u>Stone Age</u>		<u>Bronze Age and Iron Age, inc local study</u>		<u>Crime &amp; Punishment</u>	
Lower KS2 Block B	<u>Anglo Saxons and Vikings</u>		<u>Romans- Local Study</u>		<u>Ancient Egypt</u>	
Upper KS2 Block A		<u>Tudors</u>	<u>Haddon Hall- Local Study</u>			<u>Ancient Greeks</u>
Upper KS2 Block B	Leisure & Entertainment	<u>Railways- Local History</u>	<u>WWII</u>			<u>Early Islamic Civilisation</u>

Steps in learning, skills and progression.

<b>Bakewell Methodist Steps in Learning– History</b>			
Lower KS2 A	Lower KS2 B	Upper KS2 A	Upper KS2 B
<b>Investigate and interpret the past</b>			
<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> </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> </ul>	

<ul style="list-style-type: none"> <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 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>
<b>Build an overview of the world</b>	
<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>
<b>Understand Chronology</b>	
<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> </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> </ul>

<ul style="list-style-type: none"> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <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 them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
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<b>Communicate Historically</b>	
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<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>
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These are a suggestion for minimum links across subjects but teachers will use their judgment when planning to include relevant links. When revisiting topics in order to get the learning to stick over time, reference should be made to these links.

Year Group	A1	A2	Sp1	Sp2	Su1	Su2
Lower KS2 Block A	<p><b><u>Stone Age</u></b> Link Culture to Romans and A. Egypt</p>		<p><b><u>Bronze Age</u></b> Link Beliefs to Iron Age to <b><u>Iron Age-Local Study</u></b> Link Settlement to Romans and A.Egypt. Link Society to B.Age</p>		<p><b><u>Crime &amp; Punishment</u></b>  Links are made across a range of eras.</p>	
Lower KS2 Block B	<p><b><u>Anglo Saxons</u></b> Link Conflict to Iron Age and Beliefs to A.Saxons <b><u>Vikings</u></b> Link Travel to Iron Age and Romans. Link Location to Stone Age</p>		<p><b><u>Romans-Local Study</u></b> Link Food and Farming to Stone Age and link Beliefs to A.Saxons</p>		<p><b><u>Ancient Egypt</u></b> Link Food and Farming to Stone Age and link Conflict to A.Saxons. Link Location to Vikings</p>	
Upper KS2 Block A		<p><b><u>Tudors</u></b> Link Travel and Exploration</p>	<p><b><u>Haddon Hall- Local Study</u></b></p>			<p><b><u>Ancient Greeks</u></b> Settlement- Bronze Age.</p>

		to Iron Age and WWII.	Link Culture to A.Greeks			Culture-Romans. Location-A.Egypt and Victorians. Beliefs-Tudors.
<b>Upper KS2 Block B</b>	<b><u>Leisure &amp; Entertainment</u></b> Links across eras	<b><u>Railways-Local History</u></b> Travel-Vikings. Settlement Iron Age	<b><u>WWII</u></b> Conflict-Vikings and Tudors. Culture-Victorians			<b><u>Early Islamic Civilisation</u></b> Beliefs – A.Egypt and Romas. Food-Stone Age. Culture-A.Saxons. Settelment-A.Greeks