

# History Breadth of Study

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>The History of Toys</b></p> <p>Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>Blakesley Hall Museum</b></p> <p>Significant historical events, people and places in their own locality.</p>	<p><b>The Vikings v The Anglo Saxons</b></p> <p>Viking raids and invasion.</p>	<p><b>Stone Age to Iron Age</b></p> <p>Changes in Britain from the Stone Age to the Iron Age -Bronze Age religion, technology and travel, for example, Stonehenge.</p>	<p><b>World War 2</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW1)-a significant turning point in British history.</p>	<p><b>Empress of India</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW1)-a significant turning point in British history.</p>
<p><b>Famous Explorers</b></p> <p>The lives of significant individuals in the past who have contributed to <u>national</u> and international achievements -Some should be used to compare aspects of life in different periods-<u>Christopher Columbus and Neil Armstrong.</u></p>	<p><b>Mary Mary</b></p> <p>The lives of significant individuals in the past who have contributed to <u>national</u> and international achievements -Some should be used to compare aspects of life in different periods-<u>Christopher Columbus and Neil Armstrong.</u></p>	<p><b>The Roman Empire</b></p> <p>-British resistance, for example, Boudica.</p>	<p><b>Ancient Egypt</b></p> <p>An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p><b>Henry VIII</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW1)-the changing power of Monarchs.</p>	<p><b>Explorers Through Time</b></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (WW1)-changes in an aspect of social history.</p>
<p><b>Queen Elizabeth II and the Commonwealth</b></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p><b>The Great Fire of London</b></p> <p>Events beyond living memory that are significant nationally or globally.</p>	<p><b>Cultural Birmingham</b></p> <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b>The Anglo Saxons</b></p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</p>	<p><b>Ancient Greece</b></p> <p>A study of Greek life and achievements and their influence on the western world.</p>	<p><b>Early Islamic Civilization</b></p> <p>A non-European society that provides contrasts with British history.</p>

# History

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>- I can talk about the main differences between old and new objects</li> <li>- I can identify objects as belonging to the present or the past</li> <li>- I recognise household objects from the past and present</li> <li>- I can distinguish between present and past in my own and other people's lives</li> <li>- I can put objects in order of how old they are</li> <li>- I have a good knowledge about how objects in the past were used</li> <li>- I am beginning to compare my home life now with that of my grandparents</li> <li>- I can begin to explain why people from different times lived in different styles of homes</li> <li>- I use ICT skills to classify historical information and present findings in different ways</li> <li>- I am beginning to give some reasons for the differences between old and new toys and household objects</li> </ul> <p>Red=Lower 1 Green 1=Upper 1 Black 1=Lower 2 Blue 1=Upper 2 Purple=Lower 3 Red=Upper 3 Green 2=Lower 4 Black 2=Upper 4 Blue 2=Lower 5</p>	<ul style="list-style-type: none"> <li>- I can accurately sequence events in someone's life, using books to do so</li> <li>- I can recount the life of someone that I have studied</li> <li>- I use a time line to sequence things correctly, using dates</li> <li>- I can use the computer to answer questions about the history of my local area</li> <li>- I can use videos, pictures and books to find out more about a famous person from the past</li> <li>- I can give at least one good reason for the actions of one person or a group of people from the past</li> <li>- I can recognise why eye-witness accounts of a famous event may vary</li> <li>- I am aware that actions taken by people in the past affect our lives today</li> <li>- I show a greater understanding of an event in history and can carry out more individual research on that event</li> <li>- I understand that my local area was different in the past</li> <li>- I know that, if I talk to someone about a historical issue or a problem, it can lead to my knowing more about it</li> <li>- I can recognise why eye-witness accounts of a famous event may vary</li> <li>- I am aware that actions taken by people in the past affect our lives today</li> <li>- I show a greater understanding of an event in history and can carry out more individual research on that event</li> <li>- I understand that my local area was different in the past</li> <li>- I know that, if I talk to someone about a historical issue or a problem, it can lead to my knowing more about it</li> </ul>	<ul style="list-style-type: none"> <li>- I can give at least one good reason for the actions of one person or a group of people from the past</li> <li>- I can recognise why eye-witness accounts of a famous event may vary</li> <li>- I am aware that actions taken by people in the past affect our lives today</li> <li>- I show a greater understanding of an event in history and can carry out more individual research on that event</li> <li>- I understand that my local area was different in the past</li> <li>- I know that, if I talk to someone about a historical issue or a problem, it can lead to my knowing more about it</li> <li>- I know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>- I recognise some of the similarities and differences in living conditions between a time in the past and now in my area</li> <li>- I recognise that people who have lived in the past will have helped to shape our lives today</li> <li>- I recognise that the lives of wealthy people were very different from those of poor people</li> <li>- I give clear and detailed reasons why key events happened or historical people acted as they did</li> <li>- I use pictures of different sources and reconstructions to find out more about a particular period in history</li> </ul>	<ul style="list-style-type: none"> <li>- I know that people who lived in the past cooked and travelled differently and used different weapons from ours</li> <li>- I recognise some of the similarities and differences in living conditions between a time in the past and now in my area</li> <li>- I recognise that people who have lived in the past will have helped to shape our lives today</li> <li>- I recognise that the lives of wealthy people were very different from those of poor people</li> <li>- I give clear and detailed reasons why key events happened or historical people acted as they did</li> <li>- I use pictures of different sources and reconstructions to find out more about a particular period in history</li> <li>- I recognise the main similarities and differences between a time in the past and now</li> <li>- I show a degree of empathy with children who lived in the past</li> <li>- I can demonstrate knowledge and understanding of why people left their homeland to settle in other countries</li> <li>- I understand and begin to use the terms BC and AD to locate appropriate historical dates</li> <li>- I can recognise how the lives of people who lived in the past would be different from my own</li> <li>- I know that not everyone shares my views, beliefs and ideas about people and events in history</li> <li>- I can give more than one reason to support a historical argument</li> </ul>	<ul style="list-style-type: none"> <li>- I recognise the main similarities and differences between a time in the past and now</li> <li>- I show a degree of empathy with children who lived in the past</li> <li>- I can demonstrate knowledge and understanding of why people left their homeland to settle in other countries</li> <li>- I understand and begin to use the terms BC and AD to locate appropriate historical dates</li> <li>- I can recognise how the lives of people who lived in the past would be different from my own</li> <li>- I know that not everyone shares my views, beliefs and ideas about people and events in history</li> <li>- I understand why different accounts of history can give a positive or a negative view of people in history, eg, the Vikings or the Romans</li> <li>- I can describe some features of an Ancient civilization being studied and can describe important features of life in that time, comparing life in different city states</li> <li>- I can summarise the main events from a period in history</li> <li>- I know how to compare and contrast aspects of the past with aspects of today</li> <li>- When carrying out independent research, I demonstrate good organisational skills which include finding appropriate historical resources</li> </ul>	<ul style="list-style-type: none"> <li>- I can explain some of the main events and changes in my locality during a given period</li> <li>- I make links between the changes and the causes of the changes within a given period, and describe these links in some detail</li> <li>- I use a range of sources to reconstruct aspects of the life of particular workers from another time in history</li> <li>- I demonstrate an ability to assess the importance of an individual to the history of the period</li> <li>- I use the internet to research in more detail information related to a particular event or people from history</li> <li>- I consider interpretations of an event by looking at other information, keeping in mind that some information is more reliable</li> <li>- I can understand why something introduced by an ancient civilization is still in use today</li> <li>- I can demonstrate factual knowledge and understanding about the everyday lives of men and women in a given civilisation and use it to describe the characteristic features</li> <li>- Through a multimedia presentation, I use information from the internet to show conclusions about my findings</li> <li>- I demonstrate an ability to assess the importance of an individual to the history of the period</li> <li>- I can choose a range of pictures and texts taken from the Internet to create a historical article</li> </ul>