



History Phase Overview KS1



Cycle A

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1. To appreciate the difference between long ago and very long ago	I1. Begin to recognise that some of the events we talk about from the past are open to different interpretations according to who wrote about it.	H1. Respond to simple questions about the past
C2. Create a simple timeline to capture recent events	I2. Begin to identify and recount historic details from the past from sources e.g. pictures/stories	H2. Observe and handle artefacts and ask simple questions about the past
C3. Remember parts of stories they have read or have had read to them which involve memories about the past	I3. To identify similarities and differences between different times	H3. Offer an opinion as to why something may have happened in the past and why they know
C4. Recognise that familiar objects we have today would have been different in the past, i.e., Telephone	I4. To be able to talk about some people and events that they have studied and give reasons for their actions	
C5. Begin to appreciate what a timeline is by looking at a time line over the past 10 years	I5. Consider the differences between 'long ago' and 'now'	
C6. Use words to show the passing of time: old, new, earliest, latest, past, present, future, century, new, newest, oldest, modern, before, after	I6. Appreciate that stories passed down through time are prone to exaggeration and some inaccuracy.	
C7. Know that the toys their parents and grandparents played with were different to their own		
C8. Organise a number of artefacts by age		
C9. Know what a number of older objects were used for		



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To be revisited from EYFS

- I can comment on images of familiar situations in the past
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Past and Present ELG

- Understand the past through settings, characters and events encountered in books read in class and storytelling

Cycle A

<u>Autumn</u> Grandparents	<u>Spring</u> Who are the famous people that have made an impact on the world?	<u>Summer</u> Castles
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
C2, C4, C5, C6, C7, C8, H1, H2, H3, I2, I3, To be revisited from	I3, I4, H3 To be revisited: C2, C3, C4, C5, C6, I2, I5, I6, H1, H2	C1, C9, I1, I2, I3, I5, I6, To be revisited: C4, C6, C8, H1, H2, H3
Subject Specific Vocabulary		
Marbles, hopscotch, Clangers, Crackerjack, Moon landing, McDonalds, decade,	Florence Nightingale, Ghandi, Neil Armstrong, Christopher Columbus, Nelson Mandela, Malala Yousafzai, Emily Pankhurst	Moat, drawbridge, knight, turret, keep, portcullis
I will ...		
<ul style="list-style-type: none"> • Know how to use photos and artefacts to tell us about the past (disciplinary) • Know how to play replica toys to find out about the past L, EL • Know how different our grandparents' toys were EL • Know how school was different to our grandparents L, EL • Place toys on a timeline (disciplinary) 	<ul style="list-style-type: none"> • Use a range of sources to find out about the named significant people (disciplinary) • Know about people who have made the world a better place (Florence Nightingale, Ghandi) L, EL • I will compare significant events from History (Neil Armstrong, Christopher Columbus) L, EL 	<ul style="list-style-type: none"> • Know how to use photos and a visit to a local castle to tell us about the past (disciplinary) • Place different castles on a timeline (disciplinary) • Know that castles were built to keep people safe L, W&T, EL

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	<ul style="list-style-type: none"> • Know about a significant person who has contributed to the rights of black people (Nelson Mandela) L, EL • Know about a significant person who has contributed to the rights of women (Emily Pankhurst, Malala Yousafzai) L, EL 	<ul style="list-style-type: none"> • Know the names of the different parts of a castle and what they were used for L, W&T, EL
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Cycle B

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 recognise that stories they have read help them understand the difference between the place they live in and places in the past	I1 Know about people in the past who have contributed to national and international achievements	H1 Look carefully at pictures and objects to find out information
C2 Begin to appreciate the difference between long ago and very long ago	I2 Recount historic events from eye-witness accounts, photos and artefacts	H2 Find answers and respond to simple questions about the past
C3 Know where people and events studied fit into a basic timeline	I3 To develop an awareness of the past and comment on how they found out	H3 Choose and select evidence and say how it can be used to found out about the past
C4 Able to point out a few similarities and differences between ways of life at different times	I4 Be aware of how we know about events from the past and potential for evidence to be interpreted differently	H4 Understand some ways we find out about the past
C5 Use words and phrases such as: old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after – to show the passing of time	I5 To begin to reflect on the significance of what has been learnt from the past	H5 Recognise the importance of basing ideas on evidence
C6 Able to order a few events and artefacts from the past	I6 Start to recognise what is a reliable piece of information and what is not eg. photograph or word of mouth	H6 Develop the idea of presenting an idea and raising questions about the past

Cycle B

<u>Autumn</u> Famous people from Staffordshire	<u>Spring</u> How did the Victorian influence our life today?	<u>Summer</u> What lessons have we learnt from the Great Fire of London?
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
C3, C4, C5, C6, I1, I2, I5, I6, H4, H5, H6 To be revisited: C1, C2, I3, I4, H1, H2, H3	C6, I5, I6, H3, H5, H6 To be revisited: C1, C2, C3, C4, C5, I1, I2, I3, I4, H1, H2, H4	I3, I4, H2, H3, H4 To be revisited: C2, C3, C4, C5, C6, I2, I5, I6, H1, H5
Subject Specific Vocabulary		
Sir Stanley Matthews, Clarice Cliffe, Reginald Mitchell,	Workhouse, farthing, gramophone, gruel, industrial revolution, chimney sweep, coal mining	Pudding Lane, Thomas Farriner, Samuel Pepys, leather buckets, plague, Thames, fire hooks, diary
I will		
<ul style="list-style-type: none"> • <i>Know how to use photos and local places to tell us about the past (disciplinary)</i> • Know who Reginald Mitchell was and what he did L • Know who Clarice Cliff was and what she did L, W&T • Know who Sir Stanley Matthews was and what he did L, EL • Place the above famous people on a timeline (disciplinary) 	<ul style="list-style-type: none"> • <i>Use photos, diaries and replica inventions as sources of evidence (disciplinary)</i> • Know what life was like for adult Victorians (rich and poor) W&T, EL • <i>Use photographs to understand how industry improved the Victorian era</i> • L, W&T, EL (disciplinary) • Know what life was like for Victorian children in work L, EL • Know what life was like for most Victorian children in school L, EL • Know what games Victorian children played (Grandparents (Cycle A)) • L, EL 	<ul style="list-style-type: none"> • <i>Use a range of sources to understand and prove that the Great Fire of London happened (disciplinary)</i> • Know the reasons why the fire spread so quickly and lasted so long EL • <i>Place the events on a timeline (disciplinary)</i> • Know a range of ways the fire was tackled compared to how we tackle fires today L, W&T, EL • Know how London improved after the fire L • Know that much of what we know comes from the diary of Samuel Pepys (disciplinary)



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Key themes running through the History Curriculum at Castlechurch Primary School

Legacy – A legacy is defined as something that has passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.