History Long Term Overview (2 year rolling programme) – Year A Red = National Curriculum statements Blue = Possible questions for children to be able to answer at end of topic

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Family customs and	Kings & Queens	Stone Age to Iron Age	Anglo Saxons
	traditions	Changes in Royal family life over		N.B. when teaching, make links with Maya
		time & Bonfire Night	Changes in Britain from the Stone Age to the Iron Age	
	Which customs and			Britain's settlement by Anglo-Saxons and Scots
	traditions can I	The lives of significant individuals	What changes took place in Britain from the Stone Age	
	describe?	in the past who have contributed	to the Iron Age?	How are the Anglo Saxons similar/different to the
		to national and international		Maya?
	I can talk about some	achievements.	Chronological Understanding	
	of the things that make		I can use dates and terms related to the Stone Age and	Chronological Understanding
	me unique.	Why are Kings and Queens	Iron Age.	I can make comparisons between different times in the
	I can talk about some	important?	I can begin to date events in the Stone Age and Iron Age.	past.
	of the similarities and		I can understand BCE and CE (BC and AD).	I can place the Anglo Saxons on a timeline in relation to
	differences in between	Chronological Understanding	Range and depth	other studies.
	myself and my friends	I can sequence 3 or 4 artefacts	I can find out about everyday lives of people in time	I can use relevant dates and terms.
	or family.	from different periods of time.	studied.	I can sequence up to 10 events on a timeline.
		I can match objects to people of	I can compare with our life today.	Range and depth
		different ages.	I can use evidence to reconstruct life in Stone Age and	I can examine causes and results of great events and
Ŧ		I can describe memories of key	Iron Age.	the impact on people.
_) u		events in people's lives.	I can identify key features and events of time studied.	I can compare beliefs and behaviour of another time
Autumn (H)		Range and depth	I can identify changes in Britain from the Stone Age to	studied.
Aut		I can know and recount episodes	the Iron Age.	I can know key dates, characters and events of the
		from stories about the past.	Interpretations	Anglo Saxons.
		I can recognise why people did	I can look at different representations of the time period.	Interpretations
		things, why events happened and	I can use a range of historical information.	I can consider ways of checking the accuracy of
		what happened as a result.	Historical enquiry	interpretations – fact or fiction or opinion.
		Interpretations	I can use the library and internet for research.	I can be aware that different evidence will lead to
		I can compare pictures or	I can choose relevant material to present a picture of one	different conclusions.
		photographs of people or events	aspect of life in time past.	I can confidently use books and the internet for
		in the past.	I can select and record information relevant to the study.	research.
		Historical enquiry	Organisation & Communication	Historical enquiry I can use evidence to build up a picture of a past event.
		I can find answers to simple	I can recall, select and organise historical information.	I can use books and the internet for research with
		questions about the past.	I can communicate my knowledge and understanding.	
		Organisation & Communication		increasing confidence.
		I can present information in a		I can bring knowledge gathered from several sources together in a fluent account.
		range of ways.		Organisation & Communication
				I can select and organise information to produce
				structured work, making appropriate use of dates and
				terms.
				terms.

	Faiths, traditions and	Events beyond living memory	Greeks	Local History
	cultures locally and	e.g. The Great Fire of London	Influences on today & the western world	Changing farms
	globally.	_		Link to Anglo Saxons
		Events beyond living memory	Ancient Greece – a study of Greek life and achievements	
	Which festivals and	that are significant nationally or	and their influence on the western world; the legacy of	A study over time tracing how several aspects of
	traditions can I talk	globally	Greek culture (art, architecture or literature) on later	national history are reflected in the locality (this can go
	about?		periods in British history, including the present day	beyond 1066); changes in an aspect of social history
		What made the Great Fire of		
	I can talk about	London "Great"?	What influence did the Ancient Greeks have on today?	How has farming changed since the Anglo Saxons?
	cultures and traditions			
	from different	Chronological Understanding	Chronological Understanding	Chronological Understanding
	countries.	I can sequence artefacts closer	I can place events from the period studied on a timeline.	I can use relevant terms and periods labels.
	I can understand that	together in time.	I can sequence several events or artefacts.	I can make comparisons between different times in the
	people have different	Range and depth	I can use dates and terms related to the study unit and	past.
	beliefs to my own.	I can identify differences	passing of time.	Range and depth
Spring (L)		between ways of life then and	Range and depth	I can compare life in early and late 'times' studied.
ring		now.	I can compare with our life today.	I can compare an aspect of life with the same aspect in
Spi		Interpretations	I can look for links and effects in the time studied.	another period.
		I can use stories to distinguish	I can identify reasons for and results of people's actions.	Interpretations
		between fact and fiction.	I can recognise how the Ancient Greeks have had an	I can consider ways of checking the accuracy of
		I can compare 2 versions of a past	influence on life today (e.g. art, architecture etc).	interpretations – fact or fiction or opinion.
		event.	Interpretations	I can offer some reasons for different versions of
		I can discuss reliability of	I can identify and give reasons for different ways in which	events.
		different stories.	the past is represented.	Historical enquiry
		Historical enquiry	I can begin to evaluate the usefulness of different sources.	I can begin to identify primary and secondary sources.
		I can use observations about a	Historical enquiry	I can select relevant sections of information.
		source to answer questions about	I can observe small details from artefacts and pictures.	Organisation & Communication
		the past.	I can use the library and internet for research.	I can select and organise information to produce
		Organisation & Communication	I can select and record information relevant to the study.	structured work, making appropriate use of dates and
		I can present information in a	I can ask relevant questions.	terms.
		range of ways.	Organisation & Communication	
			I can recall, select and organise historical information.	
			I can communicate my knowledge and understanding.	

	Own history and that	Significant historical	Romans inc. local history	Vikings
	of others.	event/person from the locality	How did the Romans influence Chester?	Including local history/place names etc.
		E.g. Thomas Telford & canals		
	Which significant		The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of
	events from life can I	Significant historical events,		England to the time of Edward the Confessor
	remember?	people and places in their own	How did the Romans influence Chester?	
		locality.		Did the Vikings and Anglo Saxons get on?
	I can talk about		Chronological Understanding	
	significant events in my	Why are canals important to	I can place the time studied on a timeline (relate to Iron	Chronological Understanding
	own life and that of my	Ellesmere Port?	Age and Greeks).	I can know and sequence key events of the time
	family.		I can sequence several events or artefacts.	studied.
	I can put events from	Chronological Understanding	I can understand more complex terms, including BCE and	I can use relevant dates and terms.
	my own life in time	I can match objects to people of	CE (BC and AD).	I can make comparisons with different times in the
	order.	different ages.	I can place events from the Roman period on a timeline.	past.
	I can talk about	I can sequence 3 or 4 artefacts	Range and depth	Range and depth
	customs and	(e.g. bridges) from different periods of time.	I can compare with our life today. I can identify reasons for and results of people's actions.	I can study different aspects of different people – differences between men and women.
	traditions that my	Range and depth	I can identify key features and events of time studied.	I can find out about beliefs, behaviour and
	family enjoy	I can recognise why people did	I can offer a reasonable explanation for some events.	characteristics of people, recognising that not everyone
(H)	together.	things and what happened as a	I can understand why people may have wanted to do	shares the same views and feelings.
ner		result.	something.	Interpretations
Summer (H)		Interpretations	I can recognise how Chester has been influenced by the	I can offer some reasons for different versions of
Su		I can compare pictures or	Romans.	events.
		photographs of people or events	Interpretations	I can confidently use books and the internet for
		in the past. (E.g. how is a canal	I can distinguish between different sources – compare	research.
		used)	different versions of the same story.	Historical enquiry
		Historical enquiry	I can identify and give reasons for different ways in which	I can use books and the internet for research with
		I can find answers to simple	the past is represented.	increasing confidence.
		questions about the past using	I can look at the evidence available (Grosvenor Museum	I can recognise primary and secondary sources.
		sources.	Resource Box).	Organisation & Communication
		Organisation & Communication	I can begin to evaluate the usefulness of different sources.	I can select and organise information to produce
		I can present information in a	I can look at representations of the period e.g. museum.	structured work, making appropriate use of dates and
		range of ways.	Historical enquiry	terms.
			I can use a range of sources to find out about a period.	
			I can use evidence to build up a picture of a past event.	
			I can use the library and internet for research. I can select and record information relevant to the study.	
			I can ask relevant questions.	
			Organisation & Communication	
			I can recall, select and organise historical information.	
			I can communicate my knowledge and understanding.	
			rean communicate my knowledge and understanding.	

	EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
	Family customs and traditions	Changes in living memory Toys	Мауа	Crime & Punishment
	Which customs and traditions can I describe? I can talk about some of the things that make me unique. I can talk about some of the	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	A non-European society that provides contrasts with British history – Mayan civilisation c. AD 900 What made the Maya special? Chronological Understanding	Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 such as crime and punishment from the Anglo-Saxons to the present. Has crime and punishment always been fair?
	similarities and differences in between myself and my friends or family.	Would you prefer your toys or your grandparents' toys, and why?	I can use dates and terms relating to the Maya civilisation and the passing of time. I can place events from the Maya civilisation on a	Chronological Understanding I can make comparisons between different times
		Chronological Understanding I can sequence events in my life. I can describe memories of key events	timeline. Range and depth I can find out about everyday lives of people in	in the past. I can sequence up to 10 events on a time line. Range and depth
		in my life. Range and depth I can recognise the difference between	the Maya. I can use evidence to reconstruct life in the Maya.	I can compare life in early and late 'times' studied. I can compare an aspect of life with the same aspect in another period.
Autumn (L)		the past and present in my own life. I can identify differences between ways of lives at different times.	I can compare with our life today. I can understand why people may have wanted to do something.	I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
Autu		Interpretations	Interpretations	Interpretations
		I can compare adults talking about the past and suggest how reliable their memories are. I can discuss reliability of	I can identify and give reasons for different ways in which the past is represented. I can look at the evidence available. I can begin to evaluate the usefulness of different	I can consider ways of checking the accuracy of interpretations – fact or fiction or opinion. I can be aware that different evidence will lead to different conclusions.
		photos/accounts and stories. Historical enquiry	sources. Historical enquiry	I can confidently use books and the internet for research.
		I can find answers to simple questions about the past from sources of information. I can observe or handle sources to	I can use the library and internet for research. I can choose relevant material to present a picture of one aspect of life in time past. I can select and record information relevant to	Historical enquiry I can select relevant sections of information. I can use books and the internet for research with increasing confidence.
		answer questions about the past. Organisation & Communication I can present information in a range of	the study. I can ask relevant questions. Organisation & Communication	I can suggest omissions and the means of finding out. Organisation & Communication
		ways.	I can recall, select and organise historical information. I can communicate my knowledge and understanding.	I can select and organise information to produce structured work, making appropriate use of dates and terms.

Faiths, traditions and cultures	Significant person in History	Liverpool	Ancient Egypt
locally and globally.	Florence Nightingale (compare FN to	Changes over time e.g. fashion, buildings, trade	What did the Ancient Egyptians invent? What is
	another medical person in another	etc.	their legacy?
Which festivals and traditions	time period)		
can I talk about?	The lives of significant individuals in	A study of an aspect of history or a site dating	The achievements of the earliest civilizations – an
	the past who have contributed to	from a period beyond 1066 that is significant in	overview of where and when the first civilizations
I can talk about cultures and	national and international	the locality, including changes in social history.	appeared and a depth study of Ancient Egypt.
traditions from different	achievements. Some should be used to	the locality, merading changes in social history.	appeared and a depth study of Ancient Egypt.
countries.	compare aspects of life in different	How has Liverpool changed since 1900?	What did the Ancient Egyptians invent? What is
I can understand that people	periods e.g. Florence Nightingale and	now has included on angled since 1900.	their legacy?
have different beliefs to my	Edith Cavell	Chronological Understanding	then legacy.
own.		I can place events from 1900 to the present day	Chronological Understanding
5 Will.	What makes Florence Nightingale	on a timeline.	I can know and sequence key events of the
	special?	I can sequence several events or artefacts.	Egyptians.
	special	I can use terms related to the period and begin to	I can make comparisons between different times
	Chronological Understanding	date events.	in the past.
	I can sequence 3 or 4 artefacts from	Range and depth	I can use relevant dates and terms.
	different periods of time.	I can compare with our life today.	Range and depth
	I can sequence artefacts closer	I can find out about everyday lives of people in	I can find out beliefs, behaviour and
	together in time.	the time studied (then and now).	characteristics of the Ancient Egyptians.
	Range and depth	I can look for links and effects in the time	I can compare beliefs and behaviour with another
	I can recognise the difference between	studied.	time studied.
	past and present between their own	I can offer a reasonable explanation for some	I can know key dates, characters and evets of the
	and others' lives (e.g. comparing	events.	Ancient Egyptians.
	nursing now and then).	I can understand why people may have wanted	Interpretations
	I can recognise why people did things,	to do something.	I can compare accounts of events from different
	why events happened and what	Interpretations	sources – fact or fiction.
	happened as a result.	I can distinguish between different sources –	I can link sources and work out how conclusions
	Interpretations	compare different versions of the same story.	were arrived at.
	I can use stories to distinguish	I can begin to evaluate the usefulness of different	I can be aware that different evidence will lead to
	between fact and fiction.	sources.	different conclusions.
	I can discuss reliability to	I can look at the evidence available.	I can confidently use books and the internet for
	photos/accounts/stories.	Historical enquiry	research.
	Historical enquiry	I can use a range of sources to find out about a	Historical enquiry
	I can find answers to simple questions	period.	I can use evidence to build up a picture of a past
	about the past from sources of	I can observe small details, artefacts and	event.
	information.	pictures.	I can use books and the internet for research with
	I can observe or handle sources to	I can use the library and internet for research.	increasing confidence.
	answer questions about the past.	I can select and record information relevant to	I can bring knowledge gathered from several
	Organisation & Communication	the study.	sources together in a fluent account.
	I can present information in a range of	I can ask relevant questions.	Organisation & Communication
	ways.	Organisation & Communication	I can select and organise information to produce
		I can recall, select and organise historical	structured work, making appropriate use of dates
		information.	and terms.
		I can communicate my knowledge and	
		understanding.	

Spring (H)

	Own history and that of others.	Significant Person in History	Local History Study	The Battle of Britain
		Africa Explorer (David Livingstone –	Hill forts (Iron Age) e.g. Helsby	Including local history
	Which significant events from	Christian missionary) to link with		
	life can I remember?	Geography topic on Kenya	A depth study linked to one of the British areas of	A study of an aspect or theme in British history
			study listed above (Iron Age)	that extends pupils' chronological knowledge
	I can talk about significant	Significant people in history		beyond 1066; a significant turning point in British
	events in my own life and that		Should we build on an ancient hill fort?	history
	of my family.	Who is David Livingstone and what		
	I can put events from my	did he do?	Chronological Understanding	How did the Battle of Britain affect our local
	own life in time order.		I can place the time studied on a timeline.	area?
	I can talk about customs and	Chronological Understanding	I can understand more complex terms, including	
	traditions that my family	I can sequence key events in a	BCE and CE (BC and AD).	Chronological Understanding
	enjoy together.	person's life.	I can use terms related to the period.	I can place the Battle of Britain on a timeline in
		Range and depth	Range and depth	relation to other studies.
		I can know and recount episodes from	I can find out about everyday lives of people in	I can sequence key events of this time period.
		stories in the past.	the time studied.	I can use relevant dates and terms.
		I can recognise why people did things	I can use evidence to reconstruct life n the time	Range and depth
		and what happened as a result.	studied.	I can study different aspects of different people –
-		Interpretations	I can understand why people may have wanted	differences between men and women in WWII.
-		I can compare adults talking about the	to do something.	I can examine causes and results of great events
		past – how reliable are their memories	Interpretations	and the impact on people.
5		(e.g. visitor recounting their trip to Africa).	I can look at the evidence available.	I can write another explanation of a past event in
5		l can compare pictures or photographs	I can identify and give reasons for different ways in which the past is represented.	terms of cause and effect using evidence to support and illustrate my explanation.
		of people or events in the past.	Historical enquiry	Interpretations
		Historical enquiry	I can use evidence to build up a picture of a past	I can consider ways of checking the accuracy of
		I can find answers to simple questions	event.	interpretations – fact or fiction or opinion.
		about the past from sources of	I can use the library and internet for research.	I can offer some reasons for different versions of
		information.	I can select and record information relevant to	events.
		I can observe or handle sources to	the study.	I can confidently use books and the internet for
		answer questions about the past.	l can ask relevant questions.	research.
		Organisation & Communication	Organisation & Communication	Historical enquiry
		I can present information in a range of	I can recall, select and organise historical	I can use evidence to build up a picture of a past
		ways.	information.	event.
			I can communicate my knowledge and	I can use a range of sources to find out about an
			understanding.	aspect of time past.
				I can suggest omissions and the means of finding
				out.
				Organisation & Communication
				I can select and organise information to produce
				structured work, making appropriate use of dates
				and terms.

Summer (L)