



Millbrook History Overview



Year Group	Coverage – Skills to be covered through historic topic
R	Events in living memory
1	Significant events beyond living memory (nationally)
	Lives of significant local people in the past who have contributed to national and international achievements
2	Significant events beyond living memory (nationally and globally)
	Lives of significant individuals in the past who have contributed to national and international achievements
3	Changes in Britain from Stone Age to Iron Age
	Britain's settlement by the Anglo Saxons and scots (local history link)
	Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor
4	The achievements of the Egyptians
	The Roman Empire and its impact on Britain (local history link)
5	Ancient Greece – life, achievements and influence
	An aspect of British History beyond 1066 (achievements of Victorian England)
6	Non-European society that contrasts with British History – Mayans
	An aspect of British History beyond 1066 (Impact of WW2 on British people)



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Year Group	History Skills – Chronological Understanding
R	Sequence pictures to show time order
1	Sequence events in their life
	Develop a simple awareness of the past
	Sequence 3 or 4 artefacts from distinctly different periods of time.
	Match objects to people of different ages.
	Place events on a simple timeline.
2	Sequence artefact closer together in time. Check accuracy using books/ICT.
	Sequence photographs from different periods of their life.
	Place events on a simple timeline, adding times previously studied
3	Place the time studied on a timeline, compare where this fits in to topics previously studied
	Use dates and terms related to the study unit and passing of time
	Sequence several events or artefacts.
	Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.
4	Place the time studied on a timeline, compare where this fits in to topics previously studied
	Use terms related to the period and begin to date events.
	Understand more complex Historical terms e.g. BC/AD/CENTURY
	Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied
5	Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.
	Gain greater Historical perspective by placing their growing knowledge into different contexts.
	Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.
	Make comparisons between different times in the past.
	Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.
6	Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective
	Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.
	Sequence previously studied topic on a timeline to gain greater Historical perspective.
	Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.



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Year Group	History Skills – Range and Depth of Historical Knowledge
R	Identify and talk about simple similarities and differences in a historic context
1	Recognise the difference between past and present in their own life and the lives of others.
	Know and recount episodes from stories about the past, knowing and understanding key events.
	Talk about simple similarities and differences between life at different times.
2	Recognise why people did things, why events happened and what happened as a result.
	Know and recount episodes from stories about the past, knowing and understanding key events
	Talk about similarities and differences between ways of life in different periods.
3	Find out about everyday lives of people in time studied and compare with our life today
	Understand why people may have wanted to do something.
	Identify reasons for and results of people's actions
4	Use evidence to reconstruct life in the time studied.
	Identify key features and events of time studied.
	Look for links and effects in the time studied.
	Offer a reasonable explanation for some events.
5	Study different aspects of different people – differences between men and women.
	Examine causes and results of great events and the impact on people.
	Compare life in 'early' and 'late' times studies.
	Compare an aspect of life with the same aspect in another period.
6	Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
	Compare beliefs and behaviour with another time 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.



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Year Group	History Skills – Interpretations of History
R	Talk about past and present events in their own lives and in the lives of family members.
1	Children to distinguish between fact and fiction and to help them remember key Historical facts.
	Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.
2	Compare 2 versions of a past event.
	Compare pictures or photographs of people or events in the past
	Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.
	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.
3	Identify and give reasons for the different ways in which the past is represented.
	Distinguish between different sources – compare different versions of the same story
	Note connections in Historical periods studied
	Note connections and cause and effect in Historical periods studied
	Look at representations of the period e.g. Museum, cartoons etc.
4	Look at and evaluate the evidence available
	Begin to evaluate the usefulness of different sources gain a better perspective.
	Note connections in Historical periods studied.
5	Compare different accounts of events from different sources – fact or fiction.
	Offer some reasons for different versions of events.
6	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.
	Confidently use the library and internet for research



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Year Group	History Skills – Historical Enquiry
R	Listen to and recall simple Historical stories.
1	Find answers to simple questions about the past from sources of information e.g. artefacts
	Ask and answer simple Historical questions.
2	Handle sources and evidence to ask and answer questions about the past on the basis of simple observations
	Ask and answer appropriate Historical questions, using their growing Historical knowledge.
3	Use a range of sources to find out about a period.
	Observe small details – artefacts, pictures
	Select and record information relevant to the study.
	Use the library and the Internet for own personal research
	Ask and answer simple questions
4	Use evidence to build up a picture of a past event.
	Choose relevant material to present a picture of one aspect of life in time past
	Use the library and the internet for own personal research.
	Answer and begin to devise own Historically valid questions.
5	Begin to identify primary and secondary sources
	Use evidence to build up a picture of a past event
	Select relevant sections of information
	Use the library and internet for research with increasing confidence.
	Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.
6	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.
	Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.



Millbrook History Overview



Year Group	History Skills – Organisation and Communication
R	Use simple words to talk about the passing of time
1	Communicate their knowledge through discussion
	Use simple terms to talk about the passing of time
2	Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.
	Use simple terms to talk about the passing of time.
3	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.
	Begin to construct own responses that involve thoughtful selection and organisation of relevant Historical information.
	Use Historically accurate terms to talk about the passing of time
4	Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.
	Construct own responses beginning to select and organise relevant historical information
	Use historically accurate terms to talk about the passing of time e.g.BC/AD/CENTURY
5	Recall, select and organise historical information.
	Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.
	Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.
	Use Historically accurate terms to talk about the passing of time e.g.BC/AD/CENTURY
6	Recall, select and organise information.
	Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.
	Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT.
	Select and organise information to produce structured work, making appropriate use of dates and terms.
	Use Historically accurate terms to talk about the passing of time e.g.BC/AD/CENTURY