

History Whole School Unit Overview and Key Skills Checklist

Essential Learning Objectives:

- To investigate and interpret the past
- To understand chronology
- To build an overview of world history
- To communicate historically

Year 3

| National Curriculum Unit | Key Skills (to be covered during the year) |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Changes in Britain from the Stone Age to Iron Age | S1 - Place events, artefacts and historical figures on a timeline using dates S2 - Use appropriate historical vocabulary: dates, time period, era, change, chronology S3 - Use evidence to ask and answer questions and other key vocabulary relating to the period of study |
| The achievements of the earliest civilisations: Ancient Egypt | S4 - Use literacy, numeracy and computing skills to communicate information about the past S5 - Describe the features of the past: ideas, beliefs, attitudes and experiences of men, women and children S6 - Describe different accounts of an event, explaining why they may differ S7 - Suggest causes and consequence of some of the main events |

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Year 4

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|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The Roman Empire and its impact on Britain | S1 - Place events, artefacts and historical figures on a timeline using date S2 - Use appropriate historical vocabulary: dates, time period, era, change, chronology and other key vocabulary relating to the period of study S3 - Use more than one source of evidence to ask and answer questions S4 - Describe different accounts of an event, explaining why they may differ S5 - Suggest causes and consequence of some of the main events |
| A local history study | S6 - Use literacy, numeracy and computing skills to communicate information about the past S7 - Refer to dates when describing events S8 - Describe continuity and changes in the locality of the school throughout history S9 - Describe the social, ethnic, cultural OR religious diversity of a past society |

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Year 5

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| Britain's settlement by the Anglo Saxons The Viking and Anglo Saxon struggle for England | S1 - Using supporting evidence, show continuity and change on a timeline S2 - Show accurate use of dates and terms (social, religious, political, technological and cultural) when describing events S3 - Use appropriate historical vocabulary: dates, time period, era, change, chronology, continuity, century, decade, legacy and other key vocabulary relating to the period of study S4 - Select and use different sources to deduce information about the past, justifying choices and understanding that no single source of evidence gives the full answer to questions about the past |
| A Study of a theme in British History: How the Second World War affected the lives of children | S5 - Use literacy, numeracy and computing skills to communicate information about the past S6 - Use original ways to present information and ideas S7 - Give a broad overview of life in Britain and some major events from the rest of the world S8 - Describe the features of the past: ideas, beliefs, attitudes and experiences of men, women and children S9 - Show an awareness of propaganda |

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Year 6

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|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece</p> | <p>S1 - Using supporting evidence and dates, show continuity and change on a timeline</p> <p>S2 - Show accurate use of dates and terms (social, religious, political, technological and cultural) when describing events</p> <p>S3 - Describe the main changes in a period of history</p> <p>S4 - Use appropriate historical vocabulary: dates, time period, era, change, chronology, continuity, century, decade, legacy and other key vocabulary relating to the period of study</p> |
| <p>A non- European society that contrasts with British History:</p> <p>Mayan Civilisation</p> | <p>S5 - Seek out and analyse a range of evidence to justify claims about the past, understanding that no single source of evidence gives the full answer (ext: Use sources of information to form testable hypotheses about the past)</p> <p>S6 - Use literacy, numeracy and computing skills to communicate information about the past</p> |
| <p>A Study of a theme in British History:</p> <p>Titanic</p> | <p>S7 - Use original ways to present information and ideas</p> <p>S8 - Describe the social, ethnic, cultural OR religious diversity of a past society</p> <p>S9 - Compare a time period with other areas of interest around the world</p> |

