



St Patrick's RC Primary School

History Curriculum Overview

Year	Autumn	Summer	Historical Objectives
Class 1 & 2	<ul style="list-style-type: none"> • Personally development. 	<ul style="list-style-type: none"> • Dinosaurs. 	<p><u>Foundation History</u></p> <p>Growth from baby to child. Personal history of family. Types of dinosaurs (carnivores, herbivores).</p>
Class 3	<ul style="list-style-type: none"> • Victorians. - Changes within living memory (national life). 	<ul style="list-style-type: none"> • Great Fire of London. - Significant historical events, people and places in their own locality. 	<p><u>Chronological Order</u></p> <p>I can put up to 3 objects in chronological order (recent history). I can use words and phrases like: old, new and a long time ago. I can talk about things that happened to me when I was little. I can recognise that a story that is read to me may have happened a long time ago. I know that some objects belonged to the past. I can retell a familiar story set in the past. I can explain how I have changed since I was born.</p> <p><u>Knowledge and Interpretation</u></p> <p>I can appreciate that some famous people have helped our lives be better today. I can recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. I understand that we have a queen who rules us and that Britain has had a king or queen for many years. I can begin to identify the main differences between old and new objects.</p>



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			<p>I can explain how my local area was different in the past.</p> <p>I can recount some interesting facts from an historical event, such as where the 'Fire of London' started.</p> <p>I can give examples of things that are different in my life from that of my grandparents when they were young.</p> <p>I can explain why Britain has a special history by naming some famous events and some famous people?</p> <p>I can explain what is meant by a parliament.</p> <p><u>Historical Enquiry</u></p> <p>I can find out something about the past by talking to an older person.</p> <p>I can answer questions by using a specific source, such as an information book.</p> <p>I can research the life of a famous Briton from the past using different resources to help me.</p> <p>I can research about a famous event that happens in Britain and why it has been happening for some time.</p> <p>I can research the life of someone who used to live in our area using the Internet and other sources to find out about them.</p>
Class 6	<ul style="list-style-type: none"> • Egypt 	<ul style="list-style-type: none"> • Explorers 	<p><u>Chronological Order</u></p> <p>I can describe events and periods using the words: BC, AD and decade.</p> <p>I can describe events from the past using dates when things happened.</p>



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<p>Class 7</p>	<ul style="list-style-type: none">• Celts/Romans	<ul style="list-style-type: none">• Explorers	<p>I can describe events and periods using the words: ancient and century.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I can use my mathematical knowledge to work out how long ago events would have happened.</p> <p><u>General Knowledge and Interpretation</u></p> <p>I can appreciate that the early Brits would not have communicated as we do or have eaten as we do.</p> <p>I can begin to picture what life would have been like for the early settlers.</p> <p>I do realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>I can suggest why certain events happened as they did in history.</p> <p>I can suggest why certain people acted as they did in history.</p> <p><u>Historical Enquiry</u></p> <p>I can recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>I can use various sources of evidence to answer questions.</p> <p>I can research a specific event from the past.</p> <p>I can use my 'information finding' skills in writing to help me write about historical information.</p>
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			I can, through research, identify similarities and differences between given periods in history
Class 8	<ul style="list-style-type: none">Roman	<ul style="list-style-type: none">Anglo Saxons	<p><u>Chronological Order</u></p> <p>I can plot recent history on a timeline using centuries.</p> <p>I can place periods of history on a timeline showing periods of time.</p> <p>I can use my mathematical skills to round up time differences into centuries and decades.</p> <p><u>General Knowledge and Interpretation</u></p> <p>I can explain how events from the past has helped shape our lives.</p> <p>I can appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences.</p> <p>I know that people who lived in the past cooked and travelled differently and used different weapons from ours .</p> <p>I can recognise that the lives of wealthy people were very different from those of poor people.</p> <p>I can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>



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			<p><u>Historical Enquiry</u></p> <p>I can research two versions of an event and say how they differ I can research what it was like for a child in a given period from the past and use photographs and illustrations to present my findings I can give more than one reason to support an historical argument I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out</p>
<p>Class 9</p> <p>Class 10</p>	<ul style="list-style-type: none"> • Vikings • The Titanic 	<ul style="list-style-type: none"> • Ancient Greeks • The Tudors 	<p><u>Chronological Order</u></p> <p>I can use dates and historical language in my work. I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc. I can use my mathematical skills to work exact time scales and differences as need be.</p> <p><u>General Knowledge and Interpretation</u></p> <p>I can describe historical events from the different period/s I am studying/have studied. I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</p>



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			<p>I can explain the role that Britain has had in spreading Christian values across the world</p> <p>I can begin to appreciate that how we make decisions has been through a Parliament for some time.</p> <p>I can appreciate that significant events in history has helped shape the country we have today.</p> <p>I have a good understanding as to how crime and punishment has changes over the years.</p> <p><u>Historical Enquiry</u></p> <p>I can test out a hypothesis in order to answer a question.</p> <p>I can appreciate how historical artefacts has helped us understand more about British lives in the present and past.</p>
Class 11 & 12	<ul style="list-style-type: none"> World War 1 	<ul style="list-style-type: none"> World War 1 	<p><u>Chronological Order</u></p> <p>I can say where a period of history fits on a timeline.</p> <p>I can place a specific event on a timeline by decade.</p> <p>I can place features of historical events and people from past societies and periods in a chronological framework.</p> <p><u>General Knowledge and Interpretation</u></p> <p>I can summarise the main events from a specific period in history, explaining the order in which key events happened.</p>



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			<p>I can summarise how Britain has had a major influence on world history.</p> <p>I can summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</p> <p>I can describe features of historical events and people from past societies and periods I have studied.</p> <p>I can recognise and describe differences and similarities/ changes and continuity between different periods of history.</p> <p><u>Historical Enquiry</u></p> <p>I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can identify and explain their understanding of propaganda.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p>
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