



Steam Mills History Overview

Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Pre-school	Theme: Pupil Voice	Theme: Pupil Voice	Theme: Pupil Voice
Year R	Theme: Pupil Voice <ul style="list-style-type: none"> - Historical study- Red- Listen to stories from the past. - Knowledge and awareness- Red- Understand that a story is not about now. - Chronology and changes- Red- Talk about "when I was a baby" 	Theme: Pupil Voice <ul style="list-style-type: none"> - Historical study- Red- Listen to stories from the past. - Knowledge and awareness- Red- Understand that a story is not about now. - Chronology and changes- Red- Talk about "when I was a baby" 	Theme: Pupil Voice <ul style="list-style-type: none"> - Historical study- Red- Listen to stories from the past. - Knowledge and awareness- Red- Understand that a story is not about now. - Chronology and changes- Red- Talk about "when I was a baby"
Class 2 Year 1/2	Theme: Explorers <ul style="list-style-type: none"> - Historical study- Orange- Identify old and new from pictures. - Historical study- Orange- Use stories as sources for answering questions about the past. - Historical study- Observe and handle artefacts and use this to ask and answer questions. - Knowledge and awareness- Orange- Develop a simple awareness of the past. - Knowledge and awareness- Orange- Tell stories from the past. - Knowledge and awareness- Orange- Identify some differences between past and present. - Knowledge and awareness- Orange- Know some main events and people studied in a topic. 	Theme: Weather	Theme: Royal Forest of Dean <ul style="list-style-type: none"> - Historical study- Orange- Identify old and new from pictures. - Historical study- Observe and handle artefacts and use this to ask and answer questions. - Knowledge and awareness- Orange- Develop a simple awareness of the past. - Knowledge and awareness- Orange- Identify some differences between past and present. - Knowledge and awareness- Show some understanding of aspects of the past beyond living memory. - Historical study- Yellow- Use a range of simple sources to devise historical questions. - Historical study- Yellow- Summarise their learning into short sentences.

	<ul style="list-style-type: none"> - Knowledge and awareness- Orange- Show some understanding of aspects of the past beyond living memory. - Chronology and change- Orange- Use simple words and phrases to describe the past- after, before, between. - Chronology and change- Orange- Arrange objects in order of their age. - Chronology and change- Begin to use very simple timelines to order some recent events. - Chronology and change- Orange- Understand BC and AD. - Historical study- Yellow- Use pictures and artefacts for answering questions about the past. - Historical study- Yellow- Use a range of simple sources to devise historical questions. - Historical study- Yellow- Summarise their learning into short sentences. - Historical study- Yellow- Ask questions about what they have heard or seen. - Knowledge and awareness- Yellow- Pick out the main elements of stories they have heard about the past. - Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why. - Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied. - Chronology and change- Yellow- Use more complex phrases to describe time- a long time ago, centuries ago... 		<ul style="list-style-type: none"> - Historical study- Yellow- Ask questions about what they have heard or seen. - Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why. - Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied. - Chronology and change- Yellow- Use more complex phrases to describe time- a long time ago, centuries ago...
Class 3	Theme: Where in the World?	Theme: Vikings and Saxons <ul style="list-style-type: none"> - Knowledge and awareness- Green- Give reasons for main events and changes. 	Theme: Local Industry <ul style="list-style-type: none"> - Knowledge and awareness- Green- Use the internet for research.

Year 3/4		<ul style="list-style-type: none"> - Knowledge and awareness- Green- Use the internet for research. - Knowledge and awareness- Green- Begin to understand why some people acted as they did and give reasons. (Alfred the Great) - Chronology and change- Green- Sort events or objects into groups (Foods from Anglo-Saxons times) - Chronology and change- Green- Use some dates on a timeline. - Chronology and change- Green- Use evidence to describe changes within a time period. - Historical study- Pale blue- Understand that some evidence is limited. - Historical study- Pale blue- Support own point of view using evidence. - Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history. - Knowledge and awareness- Pale blue- Understand links between history and geography. 	<ul style="list-style-type: none"> - Knowledge and awareness- Green- Choose and discriminate between a range of information and use this to ask questions. - Historical study - Green- Interpret the past through role play such as hot seating. (Child miner) - Chronology and change- Green- Use some dates on a timeline (ordering industry through time) - Chronology and change- Green- Use dates and terms accurately, using key dates when describing events (ordering industry through time) - Chronology and change- Green- Understand the concepts of decades and centuries and use this to divide the past into periods of time. - Chronology and change- Green- Use evidence to describe changes within a time period. - Historical study- Pale blue- Use a range of documents and printed sources. - Historical study- Pale blue- Give reasons for change through analysing evidence. - Historical study- Pale blue- Support own point of view using evidence. - Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history. - Knowledge and awareness- Pale blue- Understand links between history and geography.
Class 4 Year 5/6	<p>Theme: Space 2025</p> <p>Ancient Egypt for 2027</p> <ul style="list-style-type: none"> - Historical study- Dark blue- Make conclusions with evidence as to the most likely version of events. - Historical study- Dark blue- Give a balanced view of the past, using different points of view. 	<p>Theme: South America</p>	<p>Theme: Mayans</p> <ul style="list-style-type: none"> - Historical study- Dark blue- Give a balanced view of the past, using different points of view. - Knowledge and awareness- Dark blue- Organise a series of relevant historical information and check this for accuracy.

	<ul style="list-style-type: none"> - Knowledge and awareness- Dark blue- Explain their viewpoint justifying with a broad range of evidence. - Knowledge and awareness- Purple- Begin to understand significance. - Knowledge and awareness- Purple- Understand and use the concept of legacy. - Chronology and change- Purple- Speculate how present events and actions might be seen and judged in the future. - Chronology and change- Purple- Speculate what if? What if man had not landed on the moon? 		<ul style="list-style-type: none"> - Knowledge and awareness- Dark blue- Describe the main changes in a period of history from several perceptions e.g. political, cultural. - Knowledge and awareness- Dark blue- Explain their viewpoint justifying with a broad range of evidence. - Chronology and change- Dark blue- Identify changes across periods of time using chronological links. - Chronology and change- Dark blue- Begin to identify causal factors in change. - Historical study- Purple- Devise historical questions about change, cause, similarity and difference. - Historical study- Purple- Interpret the past using a range of concepts and ideas. - Knowledge and awareness- Purple- Understand and use the concept of legacy, including dynasties. - Historical study- Purple- Speculate about the past, formulating their own theories about reasons for change. - Chronology and change- Purple- Note connections, contrasts and trends over time.
--	--	--	---



Steam Mills History Overview Year B

Skills for Learning, Learning for Life

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Pre-school	Theme: Pupil Voice	Theme: Pupil Voice	Theme: Pupil Voice
Year R	Theme: Pupil Voice <ul style="list-style-type: none"> - Historical study- Red- Listen to stories from the past. - Knowledge and awareness- Red- Understand that a story is not about now. - Chronology and changes- Red- Talk about "when I was a baby" 	Theme: Pupil Voice <ul style="list-style-type: none"> - Historical study- Red- Listen to stories from the past. - Knowledge and awareness- Red- Understand that a story is not about now. - Chronology and changes- Red- Talk about "when I was a baby" 	Theme: Pupil Voice <ul style="list-style-type: none"> - Historical study- Red- Listen to stories from the past. - Knowledge and awareness- Red- Understand that a story is not about now. - Chronology and changes- Red- Talk about "when I was a baby"
Class 2 Year 1/2	Theme: London <ul style="list-style-type: none"> - Historical study- Orange- Identify old and new from pictures. - Historical study- Orange- Use stories as sources for answering questions about the past. - Knowledge and awareness- Orange- Develop a simple awareness of the past. - Artefacts??? - Knowledge and awareness- Orange- Identify some differences between past and present. - Knowledge and awareness- Show some understanding of aspects of the past beyond living memory. - Chronology and change- Begin to use very simple timelines to order some recent events. - Historical study- Yellow- Use pictures and artefacts for answering questions about the past. - Historical study- Yellow- Use a range of simple sources to devise historical questions. 	Theme: Home and Away	Theme: Victorians <ul style="list-style-type: none"> - Historical study- Orange- Use stories as sources for answering questions about the past. - Knowledge and awareness- Orange- Develop a simple awareness of the past. - Knowledge and awareness- Orange- Tell stories from the past. - Knowledge and awareness- Orange- Recognise past and present in their own lives and other people's lives. - Knowledge and awareness- Orange- Know some main events and people studied in a topic. - Knowledge and awareness- Show some understanding of aspects of the past beyond living memory. - Chronology and change- Use simple words and phrases to describe the past- after, before, between. - Historical study- Yellow- Use a range of simple sources to devise historical questions.

	<ul style="list-style-type: none"> - Historical study- Yellow- Summarise their learning into short sentences. - Historical study- Yellow- Ask questions about what they have heard or seen. - Knowledge and awareness- Yellow- Retell stories they have heard about the past. - Knowledge and awareness- Yellow- Pick out the main elements of stories they have heard about the past. - Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why. - Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied. - Chronology and change- Yellow- Use more complex phrases to describe time- a long time ago, centuries ago... 		<ul style="list-style-type: none"> - Historical study- Yellow- Summarise their learning into short sentences. - Historical study- Yellow- Ask questions about what they have heard or seen. - Knowledge and awareness- Yellow- Retell stories they have heard about the past. - Knowledge and awareness- Yellow- Discuss what they have enjoyed most about stories from the past. - Knowledge and awareness- Yellow- Explain what they think is important about the past and explain reasons why. - Knowledge and awareness- Yellow- Identify any important changes which happened at the time being studied. - Chronology and change- Sort recent historical studies into broad time order. -
Class 3 Year 3/4	Theme: Stone Age – Iron Age <ul style="list-style-type: none"> - Historical study- Green- Use the internet for research. - Historical study- Green- Understand that events from the past are represented in different ways and that sources can confirm or contradict. - Historical study- Green- Interpret the past through role play including hot seating. - Knowledge and awareness- Green- Guess what objects from the past were used for using evidence to support answers. - Knowledge and awareness- Green- Understand that some events of the past affect people's lives today (Farming and trade) 	Theme: Earth	Theme: Romans <ul style="list-style-type: none"> - Historical study- Green- Use more complex sources of primary and secondary information. - Historical study- Green- Choose and discriminate between a range of information and use this to ask questions. - Historical study- Green- Understand that events from the past are represented in different ways and that sources can confirm or contradict. - Historical study- Green- Interpret the past through role play including hot seating. - Knowledge and awareness- Green- Guess what objects from the past were

	<ul style="list-style-type: none"> - Knowledge and awareness- Green- Give reasons for main events and changes. (settling rather than travelling) - Chronology and changes- Green- Sort events or objects into groups (Time periods within unit) - Chronology and changes- Green- Use dates and terms accurately using key dates when describing events. - Chronology and changes- Green- Use a timeline with dates including BC and AD. - Chronology and change- Use evidence to describe changes within a time period. - Historical study- Pale blue- Use a range of documents and printed sources. - Historical study- Pale blue- Understand that some evidence is limited. - Historical study- Pale blue- Give reasons for change through analysing evidence. - Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history. 		<p>used for using evidence to support answers.</p> <ul style="list-style-type: none"> - Knowledge and awareness- Green- Understand that some events of the past affect people's lives today (Roman baths, underfloor heating, aqua ducts, education etc.) - Knowledge and awareness- Green- Give reasons for main events and changes. - Knowledge and awareness- Green- Begin to understand why some people acted the way they did and give reasons. - Chronology and changes- Green- Use dates and terms accurately using key dates when describing events. - Chronology and changes- Green- Use a timeline with dates including BC and AD. - Historical study- Pale blue- Use a range of documents and printed sources. - Historical study- Pale blue- Give reasons for change through analysing evidence. - Knowledge and awareness- Pale blue- understand differences in social, religious, political and cultural history. - Knowledge and awareness- Pale blue- Understand links between history and geography.
Class 4 Year 5/6	<p>Theme: World War II</p> <ul style="list-style-type: none"> - Historical study- Dark blue- Rank sources of information in order. - Historical study- Dark blue- Identify differences between versions of the past. - Historical study- Dark blue- Give a balanced view of the past, using different points of view. 	<p>Theme: Rivers</p>	<p>Theme: Ancient Greece</p> <ul style="list-style-type: none"> - Historical study- Dark blue- Identify differences between versions of the past. - Historical study- Dark blue- Make conclusions with evidence as to the most likely version of events.

	<ul style="list-style-type: none"> - Historical study- Dark blue- Make conclusions with evidence as to the most likely version of events. - Knowledge and awareness- Dark blue- Organise a series of relevant historical information and check this for accuracy. - Knowledge and awareness- Dark blue- Describe the main changes in a period of history from several perceptions e.g. political, cultural. - Knowledge and awareness- Dark blue- Explain their viewpoint justifying with a broad range of evidence. - Knowledge and awareness- Dark blue- Adapt their ideas and viewpoints as new information arises. - Chronology and change- Dark blue- Identify changes across periods of time using chronological links. - Chronology and change- Dark blue- Begin to identify causal factors in change. - Historical study- Purple- Devise historical questions about change, cause, similarity and difference. - Historical study- Purple- Interpret the past using a range of concepts and ideas. - Historical study- Purple- Understand the role of opinion and propaganda. - Knowledge and awareness- Purple- Begin to understand significance. - Knowledge and awareness- Purple- Understand and use the concept of legacy, including the Royal family. - Chronology and change- Purple- Note connections, contrasts and trends over time. - Chronology and change- Purple- Speculate how present events and actions might be seen and judged in the future. 		<ul style="list-style-type: none"> - Knowledge and awareness- Dark blue- Describe the main changes in a period of history from several perceptions e.g. political, cultural. - Chronology and change- Dark blue- Identify changes across periods of time using chronological links. - Historical study- Purple- Devise historical questions about change, cause, similarity and difference. - Historical study- Purple- Interpret the past using a range of concepts and ideas. - Historical study- Purple- Speculate about the past, formulating their own theories about reasons for change. - Chronology and change- Purple- Note connections, contrasts and trends over time.
--	---	--	---

	<ul style="list-style-type: none">- Chronology and change- Purple- Speculate what if? What if England lost the war?		
--	---	--	--