



St Peter's Church of England Primary School

Planning overview

Subject: History

Matters, Skills and Processes

Key Stage 1

Key Stage 2

Pupils should be taught:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught:

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific

Key Stage 1

<p>Within living memory</p>	<p>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Lives of significant people</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>
<p>Beyond living memory</p>	<p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<p>Local History</p>	<p><i>significant historical events, people and places in their own locality</i></p>

Key Stage 2

Chronology	To include: Stone Age to Iron Age Romans Anglo-Saxons Vikings	Ancient Ancients	Cover each of and then choose one to look at in depth: Ancient Egypt Ancient Sumer Indus Valley Shang Dynasty
Beyond 1066	An aspect of theme that takes pupils beyond 1066	Civilizations from 1000 years ago	Choose one of: Mayans Islamic Civilizations Benin Civilization
Local Study	A local study linked to one of the periods of time studied under chronology; or a local study that could extend beyond 1066	Ancient Greece	Greek life and influence on the Western world