

St Thomas More Catholic Primary School Curriculum

unities that enable our children to have the skills, knowledge, understanding, confidence and desire to achieve the highest standards of learning that they are capable. Enabling them to play an active part as responsible and caring members of the school community and beyond.

	Arts & Culture				Sciences				
Languages	Art & Design	RE	PSHE	Music	Science	PE	Computing	DT	

History

Historian will:

y;
 nd understanding of people, events, and
 of historical periods and of historical
 es;
 istory and communicate ideas very
 ppropriate to a range of audiences;
 nquiries that use a range of sources and
 stions and make deductions about the past;
 discuss and evaluate the past, formulating
 s and lines of enquiry;
 te use of historical terms;
 ties and difference of the daily lives of
 different periods.

Supporting community priorities:

- Being language rich
- Cultural and creative experiences
- Enjoying the outdoors and appreciating the locality

Understanding Chronology

concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To recount changes that have occurred in their own lives.	To understand the difference between past, present, older and newer.	To use dates where appropriate to describe events.	To use dates and times to describe events.	To understand the concept of change over time.	To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.	To understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
	To label time lines with words or phrases such as: past, present, older and newer.	To place events and artefacts in order on a time line.	To place events and artefacts in order on a time line with appropriate dates and times.	To place events, artefacts and historical figures on a time line using dates. To represent changes over time, along with evidence, on a time line.	To use dates and terms in describing events.	To use dates and terms in describing events.

Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To describe a significant person of the past.	To describe historical events. To describe significant people of the past. To recognise that there are reasons why people in the past acted as they did.	To develop an understanding of changes within the locality of the school throughout history. To describe changes that have happened in the locality of the school throughout history.	To give a broad overview of life in Britain from ancient until medieval times. To understand the social, ethnic, cultural or religious diversity of a past society. To understand the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. To describe the social, ethnic, cultural or religious diversity of a past society. To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	To describe the social, ethnic, cultural or religious diversity of a past society. To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	To describe the social, ethnic, cultural or religious diversity of a past society. To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To understand what artefacts, pictures and stories can tell us about the past.</p>					<p>To understand what artefacts, pictures and stories can tell us about the past.</p>
<p>To observe and handle evidence to ask questions.</p>	<p>To observe and handle evidence to ask questions.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>To use artefacts, pictures and stories to find out about the past.</p>	<p>To observe and handle evidence to ask questions and find answers to questions about the past.</p> <p>To use artefacts, pictures, stories, online sources and to find out about the past.</p>	<p>To identify some of the different ways the past has been represented.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To describe different accounts of a historical event.</p>	<p>To suggest suitable sources of evidence for historical enquiries.</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>To suggest causes and consequences of some of the main events and changes in history.</p> <p>To use sources to deduce information about the past.</p> <p>To select suitable sources of evidence, giving reasons for choices.</p>	<p>To identify some of the different ways the past has been represented.</p> <p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To describe different accounts of a historical event.</p> <p>To suggest suitable sources of evidence for historical enquiries.</p> <p>To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>To describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>To suggest causes and consequences of some of the main events and changes in history.</p> <p>To use sources to deduce information about the past.</p> <p>To select suitable sources of evidence, giving reasons for choices.</p>

Communicate historically

This concept involves using historical vocabulary and techniques to convey information about the past.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			To show an understanding of the concept of a nation and a nation's history.	To show an understanding of concepts such as civilisation, monarchy, parliament and democracy.		To show an understanding of concepts such as a nation, parliament and democracy.
To talk about past and present events in their own lives.	To talk about past and present events in their own lives and family members.	To use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.	To use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 		To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. To use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. To use original ways to present information and ideas.	To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.