



# Holywell Primary School

Tolpits Lane, Watford, Herts, WD18 6LL  
 Tel: 01923 225188 email: [admin@holywell.herts.sch.uk](mailto:admin@holywell.herts.sch.uk)  
 Headteacher: Mr Coert van Straaten MA. Ed, Dip Edu, NPQH

*we are a learning community with the spirit to succeed*

## History subject coverage 2022-2023

History			
Three and Four-Year-Olds	Understanding the World		<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> </ul>
Reception	Understanding the World		<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
ELG	Understanding the World	Past and Present	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological understanding</b>	<p>When learning about significant individuals, pupils will focus on Great Inventors such as William Caxton and Tim Berners Lee. Children will learn how to sequence events. They will begin to develop their vocabulary using words and phrases: old, new, young, days, months</p>	<p>When learning about The Great Fire of London, pupils will learn how to put people, events or objects in order using a given scale. They will develop their vocabulary by being introduced to words and phrases such as recently, before, after, now, later. Use past and present when telling others about an event.</p>	<p>Pupils will focus on using timelines to place events in order when learning about the Stone Age. They will begin to understand a timeline can be divided into BC and AD. They will broaden their vocabulary to learn words and phrases: century, decade.</p>	<p>Pupils will focus on using timelines to place events in order when learning about the Iron Age. They will begin to understand a timeline can be divided into BC and AD. They will broaden their vocabulary to learn words and phrases: century, decade.</p>	<p>In Year 5 pupils learn about the Romans. They begin to use timelines to place and sequence local, national and international events within this period. Building on their prior learning, pupils will begin to identify changes within and across historical periods. They will learn to make connections between recent history into present, using 21<sup>st</sup> century and the past using 19<sup>th</sup> and 20<sup>th</sup> centuries. They will learn events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p>	<p>In Year 6 pupils learn about Anglo-Saxons. They use timelines to place events, periods and cultural movements. They will need to demonstrate changes and developments in culture, technology, religion and society. They will describe main changes using words such as: social, religious, political, technological and cultural.</p>



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Range and depth of historical knowledge</b>	<p>When learning about significant individuals with a particular focus on great artists such as Peter Bruegel the Elder and LS Lowry, pupils are encouraged to tell the difference between past and present and compare their lives to others.</p>	<p>Year 2 focuses on significant individuals with close attention to great explorers, such as Christopher Columbus and Neil Armstrong. Pupils use information to describe the past and compare differences.</p> <p>They learn how to recount main events.</p> <p>When learning about significant individuals, pupils are encouraged to use evidence to explain reasons why people in past acted as they did.</p>	<p>Year 3 and 4 focuses their learning on the Indus Valley. Pupils will learn how to use evidence to describe past: houses and settlements; culture and leisure; activities; clothes; way of life and actions of people; buildings and their uses; people's beliefs and attitudes; things of importance to people and differences between the lives of the rich and poor.</p> <p>Pupils will learn how to describe similarities and differences between people, events and objects and show changes on a timeline.</p> <p>When learning about the Stone Age pupils will develop their understanding of past societies and periods.</p> <p>They will learn how to identify ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Pupils will learn how to give reasons for why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p>	<p>Year 3 and 4 focuses their learning on the Ancient Sumer. Pupils will learn how to use evidence to describe past: houses and settlements; culture and leisure; activities; clothes; way of life and actions of people; buildings and their uses; people's beliefs and attitudes; things of importance to people and differences between the lives of the rich and poor.</p> <p>Pupils will learn how to describe similarities and differences between people, events and objects and show changes on a timeline.</p> <p>When learning about the Ancient Sumer pupils will develop their understanding of past societies and periods.</p> <p>They will learn how to identify ideas, beliefs, attitudes and experiences of men, women and children from the past.</p> <p>Pupils will learn how to give reasons for why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.</p>	<p>When learning about Ancient Greece, pupils will learn social, cultural, religious and ethnic diversity of societies.</p> <p>They will learn causes and consequences of main events/situations.</p> <p>Pupils will begin to identify changes and links within and across the time periods studied in previous years and develop a better understanding of chronology.</p>	<p>When learning about the Mayan Civilisation, pupils choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.</p> <p>Pupils will identify how many of the above may have changed during a time period and organise the changes on a timeline.</p>

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Historical enquiry</b>	Finds answers to simple questions about the past from sources of information (eg. pictures, stories)	Looks carefully at pictures or objects to find information about the past. Asks and answers questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?', Estimates the ages of people by studying and describing their features.	Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ....? What did people do for ....?'  Suggests sources of evidence to use to help answer questions Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a ..... during .....?' Suggests sources of evidence from a selection provided to use to help answer questions.	Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'how did people ....? What did people do for ....?'  Suggests sources of evidence to use to help answer questions Understands the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks questions such as 'what was it like for a ..... during .....?' Suggests sources of evidence from a selection provided to use to help answer questions.	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Realises that there is often not a single answer to historical questions.	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. Selects the most appropriate source of evidence for particular tasks. Forms own opinions about historical events from a range of sources.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Organisation and communication</b>  <i>Cross curricular links to subjects such as drama, maths, English and computing</i>	Shows knowledge and understanding about the past in different ways (eg. role play, drawing, and writing, talking).	Describes objects, people and events. Writes own date of birth. Writes simple stories and recounts about the past. Draws labelled diagrams and writes about them to tell others about people, events and objects from the past.	Present findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.  Discusses different ways of presenting information for different purposes. Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.	Present findings about past using speaking, writing, ICT and drawing skills Uses dates and terms with increasing accuracy.  Discusses different ways of presenting information for different purposes. Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills Uses dates and terms correctly. Discusses most appropriate way to present information, realising that it is for an audience.	Presents structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills. Uses dates and terms accurately. Chooses most appropriate way to present information to an audience	Presents information in an organised and clearly structured way. Makes use of different ways of presenting information. Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram). Makes accurate use of specific dates and terms.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Historical interpretations</b>	Begins to identify and recount some details from the past from sources (eg. pictures, stories)	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Tries to understand the actions of people in the past.	Look at two versions of the same event and identifies differences in the accounts.  Give reasons why there may be different accounts of history.	Look at two versions of the same event and identifies differences in the accounts.  Give reasons why there may be different accounts of history.	Look at different versions of the same event and identifies differences in the accounts. Gives clear reasons why there may be different accounts of history. Knows that people (now and in past) can represent events or ideas in ways that persuade others	Understand that the past has been represented in different ways. Suggests accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways. Knows and understands that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.