



Curriculum Connection History Yearly Overview

| | Core (Pre Key Stage 1) | Extended (Key Stage 1 and 2) | Extended (Key Stage 3) |
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| Autumn 1 | Chronological Understanding; To differentiate between past and present. | Chronological Understanding; To use historical vocabulary to describe the passage of time. | Chronological Understanding; Linking contemporary circumstances to historical events. |
| Autumn 2 | Chronological Understanding; To differentiate between past and present. | Chronological Understanding; To use historical vocabulary to accurately describe events in the past. | Chronological Understanding; Understanding the varying time scale of changes (some take centuries whilst some are more instant). |
| Spring 1 | Historical Interpretation; Familiar people in the past | Historical Interpretation; To explore sources to describe periods of history. | Understanding and knowledge; Significant people and events throughout history. |
| Spring 2 | Organising and communicating ideas; Personal activities and events in the past. | Organising and communicating ideas; To communicate information about the past. | Understanding and knowledge; Looking at history from different cultural perspectives. |
| Summer 1 | Understanding and knowledge; To listen and engage with historical stories. | Understanding and knowledge; To explore a variety of historical concepts (such as monarchy) and describe their changes throughout history. | Using and understanding sources; Select appropriate sources and examine their credibility. |
| Summer 2 | Using and Understanding Sources; To engage with historical artefacts. | Using and understanding sources; To use artefacts and online sources to gain information about historical events. | Using and understanding sources; Create and test hypotheses, using relevant source material to support claims. |

Pupils on an engagement pathway will follow a curriculum personalised to specific needs through individual PLIM target setting.

Pupils on a qualification pathway follow a curriculum written as a specification formulated by the chosen examination board.