

SUBJECT: HISTORY



Statement of INTENT:

History is the study of change and development in society over time. The study of history enables pupils to understand how past human action affects the present and influences our future, and it allows them to evaluate these effects.

Age related Breadth of Study

	EYFS	KS1	KS2
	<p>Understanding the World Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World ELG Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>National Curriculum statements:</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> -changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life -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] -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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] -significant historical events, people and places in their own locality 	<p><u>National Curriculum statements:</u> Pupils should be taught about:</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age - the Roman Empire and its impact on Britain - Britain’s settlement by Anglo-Saxons and Scots - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - the achievements of the earliest civilizations: an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China - Ancient Greece – a study of Greek life and achievements and their influence on the western world - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>UW: remember and talk about significant events in their own experience. Talk about past and future events.</p> <p>Comments and asks questions about their familiar world</p> <p>UW: What is different between now and when you were a baby? How have you changed?</p> <p>Comparison between past and present using characters from stories and nursery rhymes</p>	<p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory</p> <p>Use common words and phrases relating to the passing of time</p>	<p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>	<p>Use an increasing range of common words and phrases relating to the passing of time</p> <p>Describe memories of key events in his/her life using historical vocabulary</p> <p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p>	<p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p> <p>Use dates to order and place events on a timeline</p>	<p>Use dates to order and place events on a timeline</p>	<p>Use dates to order and place events on a timeline</p>

Historical Enquiry	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>UW: remember and talk about significant events in their own experience. Talk about past and future events. Comments and asks questions about their familiar world Comparison between past and present using characters from stories and nursery rhymes</p>	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Sort artefacts from 'then' and 'now'</p> <p>Ask and answer relevant basic questions about the past</p>	<p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>	<p>Use a variety of resources to find out about aspects of life in the past</p>	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p>	<p>Compare sources of information available for the study of different times in the past</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Compare sources of information available for the study of different times in the past</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Interpretations	<p>UW: remember and talk about significant events in their own experience. Talk about past and future events. Comments and asks questions about their familiar world</p> <p>Comparison between past and present using characters from stories and nursery rhymes</p>	<p>Relate his/her own account of an event and understand that others may give a different version</p> <p>Describe changes within living memory and aspects of change in national life</p>	<p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p> <p>Describe significant historical events, people and places in his/her own locality</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends on the period of time studied</p>	<p>Understand that the type of information available depends on the period of time studied</p>	<p>Make comparisons between aspects of periods of history and the present day</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Evaluate the usefulness of a variety of sources</p>	

Organisation and Communication	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>UW: remember and talk about significant events in their own experience. Talk about past and future events. Comments and asks questions about their familiar world Comparison between past and present using characters from stories and nursery rhymes</p>	<p>Talk, draw or write about aspects of the past</p>	<p>Use a wide vocabulary of everyday historical terms</p> <p>Speak about how he/she has found out about the past</p> <p>Record what he/she has learned by drawing and writing</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>	<p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event based on more than one source</p>	

Events, people and changes	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>UW: remember and talk about significant events in their own experience. Looks closely at similarities, differences, patterns and change.</p> <p>UW: What is different between now and when you were a baby? How have you changed? Who is in your family?</p> <p>Show interest in the lives of people familiar to them. Recognises and describes special times or events for family or friends.</p> <p>Does anyone know who the King is? What does he do? Has anyone seen the King? Where?</p> <p>Visits from people who help us</p> <p>Guy Fawkes and the gunpowder plot</p> <p>Looking at people from the past through story characters. Comparing and contrasting characters from the past.</p>	<p>Understand key features of events</p> <p>Identify some similarities and differences between ways of life in different periods</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age</p>	<p>Describe the Roman Empire and its impact on Britain</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Give some reasons for some important historical events</p> <p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p> <p>Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p>	<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Describe a local history study</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p> <p>Use evidence to support arguments</p>