

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						
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.	National Curriculum statements: Pupils should be taught about: -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	National Curriculum statements: Pupils should be taught about: - 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
	UW: remember and	Place known	Show an	Use an	Place some	Use dates to	Use dates to order and
	talk about significant	events and	awareness of the	increasing range	historical	order and place	place events on a timeline
	events in their own	objects in	past, using	of common	periods in a	events on a	
	experience. Talk	chronological	common words	words and	chronological	timeline	
	about past and	order	and phrases	phrases relating	framework		
	future events.		relating to the	to the passing of			
bū	Comments and asks	Sequence events	passing of time	time	Use historic		
Chronological Understanding	questions about	and recount			terms related		
pu	their familiar world	changes within	Describe where the	Describe	to the period of		
ita		living memory	people and events	memories of key	study		
ers	UW: What is		studied fit within a	events in his/her			
þ	different between	Use common	chronological	life using	Use dates to		
Š	now and when you	words and	framework and	historical	order and place		
.	were a baby? How	phrases relating	identify similarities	vocabulary	events on a		
gić	have you changed?	to the passing of	and differences		timeline		
0		time	between ways of	Place some			
n	Comparison		life in different	historical periods			
S S	between past and		periods	in a			
\overline{c}	present using			chronological			
	characters from			framework			
	stories and nursery						
	rhymes			Use historic			
				terms related to			
				the period of			
				study			

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Enquiry	EYFS 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	Find answers to some simple questions about the past from simple sources of information Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past	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 Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented	Year 3 Use a variety of resources to find out about aspects of life in the past	Year 4 Use sources of information in ways that go beyond simple observations to answer questions about the past Use a variety of resources to find out about aspects of life in the past	Year 5 Compare sources of information available for the study of different times in the past Understand how our knowledge of the past is constructed from a range of sources	Year 6 Compare sources of information available for the study of different times in the past Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Construct informed responses that involve thoughtful selection and organisation of relevant historical information Understand how our knowledge of the past is constructed from a range of sources Make confident use of a variety of sources for independent research

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

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

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