

**HISTORY**

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All About Me; Fabulous Festivals	Famous People	Famous People	Tomb Raiders	Tomb Raiders
<b>Skills:</b>					
Chronology	<p>Talk about past and present events in my own life and in the lives of family members (P&amp;C ELG)</p> <p>Can understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p>	<p>sequence events or objects in chronological order</p>	<p>sequence artefacts closer together in time (Mary Seacole/Florence Nightingale: Neil Armstrong/ Yuri Gagarin)</p> <p>sequence events</p> <p>sequence photos/pictures etc from different periods of their life</p> <p>describe memories of key events in lives (parents/grandparents)</p>	<p>place the time studied on a time line</p> <p>sequence events or artefacts use dates related to the passing of time</p>	<p>place events from period studied on a time line</p> <p>use terms related to the period and begin to date events understand more complex terms e.g. BCE/AD</p>
Range and Depth of Historical Knowledge	<p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things.</p>	<p>begin to describe similarities and differences using photos/pictures (in artefacts)</p> <p>drama – why people did things in the past</p> <p>use a range of sources to find out characteristic features of the past</p>	<p>find out about people and events in other times</p> <p>collections of artefacts – confidently describe similarities and differences</p> <p>drama – develop empathy and understanding (hot seating, sp. and listening)</p>	<p>find out about everyday lives of people in time studied - Howard Carter</p> <p>compare with our life today - death, technology)</p> <p>identify reasons for and results of people’s actions</p> <p>understand why people may have had to do something</p> <p>Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)</p>	<p>identify key features and events</p> <p>look for links and effects in time studied</p> <p>offer a reasonable explanation for some events</p> <p>Develop a broad understanding of ancient civilisations - Egyptians - Greatest civilisation 3000 years.</p>
Interpretations of History	<p>Make observations of animals and plants and explain why some things occur, and talk about changes (The World ELG)</p> <p>Look closely at similarities, differences, patterns and change (The World 40-60m) - change with age looking at pictures of themselves/parents</p> <p>Understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened, because, explain</p> <p>To talk about the features of their own immediate environment and</p>	<p>begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website)</p>	<p>compare pictures or photographs of people or events in the past</p> <p>able to identify different ways to represent the past (photos/newspaper/tv - black and white)</p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>distinguish between different sources and evaluate their usefulness - drawings, artifacts</p> <p>look at representations of the period – museum - online</p>	<p>look at the evidence available begin to evaluate the usefulness of different sources</p> <p>use of text books and historical knowledge</p>

	<b>how environments might vary from one another.</b>				
<b>Historical Enquiry</b>	<p>Answer how and why questions about experiences and in response to stories or events (CAL – ELG)</p> <p>Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why</p>	<p><b>sort artefacts (nursing) “then” and “now”</b></p> <p><b>use as wide a range of sources as possible</b></p> <p><b>speaking and listening (links to literacy)</b></p> <p><b>to ask and answer questions related to different sources and objects</b></p>	<p><b>use a source – why, what, who, how, where to ask questions and find answers</b></p> <p>sequence a collection of artefacts</p> <p>Use of timelines discuss the effectiveness of sources</p>	<p><b>use a range of sources to find out about a period - textbook, artifacts, drawings etc.</b></p> <p><b>observe small details – artefacts, pictures</b></p> <p><b>select and record information relevant to the study</b></p> <p><b>begin to use the library, e-learning for research ask and answer questions</b></p>	<p><b>use evidence to build up a picture of a past event</b></p> <p><b>choose relevant material to present a picture of one aspect of life in time past</b></p> <p><b>ask a variety of questions use the library, e-learning for research</b></p>
<b>Organisation and Communication</b>	<p><b>Ordering pictures - ones from home of them as a baby.</b></p> <p><b>drawing</b></p> <p>drama/role play -</p> <p><b>writing</b></p>	<p><b>Time lines (3D with objects/ sequential pictures)</b></p> <p>drawing</p> <p><b>drama/role play</b></p> <p><b>writing (reports,labelling, simple recount) ICT</b></p>	<p><b>Class display/</b> museum annotated photographs ICT</p>	<p><b>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</b></p>	<p><b>select data and organise it into a data file to answer historical questions</b></p> <p><b>know the period in which the study is set</b></p> <p>display findings in a variety of ways</p> <p><b>work independently and in groups</b></p>
<b>Knowledge</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<p><b>NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6):</b></p> <p><b>To know and understand:-</b></p> <p>H1: the history of these islands as a coherent, chronological narrative, from the earliest times to present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p>H2: significant aspects of the history of the wider world; the nature of ancient civilisations; the expansion &amp; dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p>H3: To gain and deploy a historically grounded understanding of abstract terms such as “empire”, “civilisation”, “parliament” and “peasantry”</p> <p>H4: historical concepts e.g. continuity &amp; change, cause &amp; consequence, similarity, difference &amp; significance. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts (e.g written</p>	<p>Growing up, changes from baby to elderly. Talk about past events in their own lives. Importance of family and friends and how they help us. Family types within different cultures.</p> <p>Remembrance Day - Poppies and the significance of British soldiers.</p> <p>Bonfire night - Use language of events happening a long time ago (Guy Fawkes).</p> <p>Talk about personal experiences of festivals and celebrations.</p>	<p><b>Famous people:</b></p> <p>Timeline of individuals</p> <p>Florence Nightingale, who she was, her life and times, Neil Armstrong, who was he, his life and times their impact on the wider world.</p> <p>Nursing past and present. Space travel and its impact on our lives today.</p> <p>Comparing and contrasting modern hospitals to health care in the past- link to rich and poor. Exploring how old film is evidence of the moon landing event.</p> <p>Mary Seacole/ Yuri Gagarin - their roles in contrast.</p> <p>WW1 &amp; 11 Remembrance Day - Significance of why Poppies are worn</p> <p>Bonfire Night - Guy Fawkes (Why we have fireworks?)</p>	<p><b>Famous people:</b></p> <p>Timeline of individuals</p> <p>Florence Nightingale, who she was, her life and times, Neil Armstrong, who was he, his life and times their impact on the wider world.</p> <p>Nursing past and present. Space travel and its impact on our lives today.</p> <p>Comparing and contrasting modern hospitals to health care in the past- link to rich and poor. Exploring how old film is evidence of the moon landing event.</p> <p>Mary Seacole/ Yuri Gagarin - their roles in contrast.</p> <p>WW1 &amp; 11 Remembrance Day - research pictures from WW1 and WW2 to find out answers to questions.</p> <p>Bonfire Night - Guy Fawkes - who was he - fact file about him.</p>	<p><b>Ancient Egypt</b></p> <p>Timelines up to modern day</p> <p>Pharaohs, pyramids - beliefs that led to their creation, religion.</p> <p>The great discovery – Tutankhamun- new insights</p> <p>Howard Carter and impact around the world Hieroglyphics, evidence of Egyptian life from artefacts</p> <p>Daily life of Ancient Egyptian civilisation (homes, clothing, food)</p> <p>Importance of River Nile</p> <p>WW1 &amp; 11 Remembrance Day - Research war memorials (local) and create a fact file about it.</p> <p>Bonfire Night - Guy Fawkes</p> <p>Gunpowder plot</p>	<p><b>Ancient Egypt</b></p> <p>Timelines up to modern day</p> <p>Pharaohs, pyramids - beliefs that led to their creation, religion.</p> <p>The great discovery – Tutankhamun- new insights</p> <p>Howard Carter and impact around the world Hieroglyphics, evidence of Egyptian life from artefacts</p> <p>Daily life of Ancient Egyptian civilisation (homes, clothing, food)</p> <p>Importance of River Nile</p> <p>WW1 &amp; 11 Remembrance Day</p> <p>World War 1 (1914-1918) - Look at the origins and events of World War 1. Get the children to put a timeline of events together. Create their own PowerPoint about life then compared to now.</p> <p>Bonfire Night - Guy Fawkes</p> <p>Gunpowder plot</p>

narratives)  
H5: the methods of historical enquiry, including how evidence is used to make historical claims. Discern how & why contrasting interpretations of the past have been constructed.

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