

History

| Year Group | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
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| Topic | Transport / Pirates under the sea | Explore the world | Explore the world | We'll meet again WW2 | We'll meet again WW2 |
| Skills: | | | | | |
| Chronology | <p>Talk about past and present events in my own life and in the lives of family members? (P&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 (maps and life/discoveries)</p> | <p>sequence artefacts closer together in time (ships, photos, maps)</p> <p>sequence events</p> <p>sequence photos etc from different periods of their life (maps, ships, discoveries)</p> <p>describe memories of key events in lives</p> | <p>place the time studied on a timeline</p> <p>sequence events or artefacts use dates related to the passing of time</p> | <p>place events from period studied on a timeline 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 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</p> <p>compare with our life today</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</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) Can I</p> <p>understand and use vocabulary such as: I can see, I saw, same, different, similar, change, what happened?, because, explain?</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</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</p> <p>look at representations of the period – museum,</p> | <p>look at the evidence available</p> <p>begin to evaluate the usefulness of different sources</p> <p>use of textbooks and historical knowledge</p> |

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| <p>Historical Enquiry</p> | <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>sort artefacts “then” and “now” use as wide a range of sources as possible</p> <p>speaking and listening (links to literacy)</p> <p>to ask and answer questions related to different sources and objects</p> | <p>use a source – why, what, who, how, where to ask questions and find answers</p> <p>sequence a collection of artefacts</p> <p>Use of timelines discuss the effectiveness of sources</p> | <p>use a range of sources to find out about a period</p> <p>observe small details – artefacts, pictures</p> <p>select and record information relevant to the study</p> <p>begin to use the library, e-learning for research ask and answer questions</p> | <p>use evidence to build up a picture of a past event</p> <p>choose relevant material to present a picture of one aspect of life in time past</p> <p>ask a variety of questions use the library, e-learning for research</p> |
| <p>Organisation and Communication</p> | <p>Ordering pictures</p> <p>drawing</p> <p>drama/role play</p> <p>writing</p> | <p>Time lines (3D with objects/ sequential pictures)</p> <p>drawing</p> <p>drama/role play</p> <p>writing (reports,labelling, simple recount) ICT</p> | <p>Class display/ museum annotated photographs ICT</p> | <p>communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode</p> | <p>select data and organise it into a data file to answer historical questions</p> <p>know the period in which the study is set</p> <p>display findings in a variety of ways</p> <p>work independently and in groups</p> |
| <p>Knowledge</p> | <p>Reception</p> | <p>Year 1</p> | <p>Year 2</p> | <p>Year 3</p> | <p>Year 4</p> |
| <p>NC aims for Key Stages 1 (Years 1 and 2) and 2 (Years 3-6):</p> <p>To know and understand:-</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 & 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 & change, cause & consequence, similarity, difference & significance. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts (e.g written narratives)</p> <p>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.</p> | <p>Growing up, changes from baby to elderly.</p> <p>Talk about past events in their own lives.</p> <p>Importance of family and friends and how they help us.</p> <p>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>Famous people:</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 & 11 Remembrance Day - Significance of why Poppies are worn</p> <p>Bonfire Night - Guy Fawkes (Why we have fireworks?)</p> | <p>Famous people:</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 & 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>Ancient Egypt</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</p> <p>Hieroglyphics, evidence of Egyptian life from artefacts</p> <p>Daily life of Ancient Egyptian civilisation (homes, clothing, food) Importance of River Nile</p> <p>WW1 & 11 Remembrance Day - Research war memorials (local) and create a fact file about it.</p> <p>Bonfire Night - Guy Fawkes Gunpowder plot</p> | <p>Ancient Egypt</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</p> <p>Hieroglyphics, evidence of Egyptian life from artefacts</p> <p>Daily life of Ancient Egyptian civilisation (homes, clothing, food) Importance of River Nile</p> <p>WW1 & 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 Gunpowder plot</p> |

