

HISTORY

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	All About Me; Winter Wonderland	Toys	Toys	Rotten Romans	Rotten Romans
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 (1950s, 60s and 90s)</p>	<p>sequence artefacts closer together in time (1950, 60, 70, 80 and 90)</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 toys)</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 – Julius Cesar</p> <p>compare with our life today - death, technology)</p> <p>identify reasons for and results of people’s actions - invasions</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 – Romans, Celtic Britain.</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>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 - 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>

	To talk about the features of their own immediate environment and how environments might vary from one another.				
Historical Enquiry	<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 (toys) “then” and “now”</p> <p>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 - textbook, artifacts, drawings etc.</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>
Organisation and Communication	<p>Ordering pictures - ones from home of them as a baby.</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>	Class display/ museum annotated photographs ICT	communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	<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>
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<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 &</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>Inuit families - how their way of life is different to ours.</p>	<p>Toys – past and present</p> <p>Comparing toys from different periods: Victorian/ parents and grandparents/ present time (timeline)</p> <p>Comparing materials used and how this has changed due to manufacturing/handmade.</p> <p>Use pictures of real toys, visits to museums, family history.</p> <p>Apply knowledge to assess and compare toys.</p> <p>Bonfire Night and its link to king and parliament.</p>	<p>Toys – past and present</p> <p>Comparing toys from different periods: Victorian/ parents and grandparents/ present time (timeline)</p> <p>Comparing materials used and how this has changed due to manufacturing/handmade.</p> <p>Use pictures of real toys, visits to museums, family history.</p> <p>Apply knowledge to assess and compare toys.</p> <p>Bonfire Night and its link to king and parliament.</p>	<p>Roman Empire and impact on Britain.</p> <p>Romulus & Remus, beginning of the empire</p> <p>Timeline of the invasion of the Romans and significant events occurring whilst the Romans were in power, road building, government</p> <p>Julius Caesar’s attempted invasion</p> <p>British resistance: Celtic Britain & Boudicca</p> <p>Pompeii and the volcanic eruption</p> <p>Roman remains</p>	<p>Roman Empire and impact on Britain.</p> <p>Romulus & Remus, beginning of the empire</p> <p>Timeline of the invasion of the Romans and significant events occurring whilst the Romans were in power, road building, government</p> <p>Julius Caesar’s attempted invasion</p> <p>British resistance: Celtic Britain & Boudicca</p> <p>Pompeii and the volcanic eruption</p> <p>Roman remains</p>

<p>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>					
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