

**HISTORY**

Year Group	Reception	Year 1	Year 2	Year 3	Year 4
Topic	Superheroes / Mini beasts	Houses and Homes	Houses and Homes	Anglo Saxons	Anglo Saxons
<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 (1950s, 60s and 90s) – looking at different houses (medieval through to modern)</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</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</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 (artefacts from a Victorian home, images)</p>	<p>find out about people and events in other times (houses, items they used)</p> <p>collections of artefacts – confidently describe similarities and differences (electric/non electric)</p> <p>drama – develop empathy and understanding</p>	<p>find out about everyday lives of people in time studied</p> <p>compare with our life today – law and order)</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. Alfred)</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 – Jutes, Angles, Saxons</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)</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 how environments might vary from one another.</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 -</p> <p>look at representations of the period</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>

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 “then” and “now” (items you would find in a modern house/Victorian house)</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</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</p> <p>drawing</p> <p>role play area for children to dress up as superheroes</p> <p>writing</p>	<p>Time lines (3D with objects/ sequential pictures)</p> <p>Drawing – of their house</p> <p>drama/role play</p> <p>writing (reports,labelling, simple recount)</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>
Knowledge	Reception	Year 1	Year 2	Year 3	Year 4
<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 narratives)</p> <p>H5: the methods of historical enquiry,</p>	<p><b>Superheroes</b></p> <p>What is special/unique about us?</p> <p>People who help us in our community - show interest in different occupations.</p> <p>Talk about past experiences (doctors, vet etc).</p> <p><b>Mini beasts</b></p> <p>Observe and discuss changes over time (lifecycle of an egg/butterfly).</p> <p>Talk about past experiences with minibeasts.</p>	<p><b>Houses and homes</b></p> <p><b>Victorian houses and homes: How they lived.</b></p> <p>Comparing Victorian houses to modern buildings, looking at use of materials, style and structural differences. Compare rich &amp; poor</p> <p>Look at interiors, investigate objects and how their use reflects the different way people lived.</p> <p>Wash day.</p> <p>Cooking ranges, toileting.</p> <p>Look at contemporary photographs and real objects.</p>	<p><b>Houses and homes</b></p> <p><b>Victorian houses and homes: How they lived.</b></p> <p>Comparing Victorian houses to modern buildings, looking at use of materials, style and structural differences. Compare rich &amp; poor</p> <p>Look at interiors, investigate objects and how their use reflects the different way people lived.</p> <p>Wash day.</p> <p>Cooking ranges, toileting.</p> <p>Look at contemporary photographs and real objects.</p>	<p><b>Anglo Saxon Britain</b></p> <p>Timeline of civilisations living in Britain.</p> <p>Jutes, Angles, Saxons- invasion &amp; settlement.</p> <p>Kingdoms of the British Isles. Alfred and the concept of ‘England’ Law &amp; order, king &amp; Witan, feudalism.</p> <p>Lifestyle peasant/surf &amp; lords including homes, clothing, food made (bread), religion,</p> <p>Long Boats and Figure heads, Sutton Hoo</p>	<p><b>Anglo Saxon Britain</b></p> <p>Timeline of civilisations living in Britain.</p> <p>Jutes, Angles, Saxons- invasion &amp; settlement.</p> <p>Kingdoms of the British Isles. Alfred and the concept of ‘England’ Law &amp; order, king &amp; Witan, feudalism.</p> <p>Lifestyle peasant/surf &amp; lords including homes, clothing, food made (bread), religion,</p> <p>Long Boats and Figure heads, Sutton Hoo</p>

including how evidence is used to make historical claims. Discern how & why contrasting interpretations of the past have been constructed.					
--	--	--	--	--	--