



History Intent

To provide our children with a history curriculum that will enable them to develop the skills, knowledge and understanding of the ever-changing world in which we live. Children will gain clear knowledge and understanding of Britain's past and that of the wider world, exploring significant events in history as well as acknowledging how these have impacted on society today. Through real- world experiences, children will develop their creativity, curiosity and life-long love of history.

EYFS-ELG

Understanding the World – Past and Present

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.

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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 (Y2)**, the **first aeroplane flight or events commemorated through festivals or anniversaries (Y1)**]
- **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 (Yr. 1)**
- **significant historical events, people and places in their own locality (Yr1).**

Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about:

- **changes in Britain from the Stone Age to the Iron Age (Y4)** (This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; Bronze Age religion, technology and travel, for example, Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture)
- **the Roman Empire and its impact on Britain (Y4)** (This could include: Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, for example, Boudica; 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity)
- **Britain's settlement by Anglo-Saxons and Scots (Y3)** (This could include Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scot's invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture; Christian conversion – Canterbury, Iona and Lindisfarne)
- **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y4)** (This could include: Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice; Edward the Confessor and his death in 1066)
- **(Y3) a local history study** (This could include: a depth study linked to one of the British areas of study listed above; a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066); a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality)
- **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** (the changing power of monarchs using case studies such as John, Anne and Victoria; changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century; the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day; a significant turning point in British history, for example, the first railways or the **Battle of Britain (Y5)**)
- **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 (Y5)**; The Shang Dynasty of Ancient China
- **Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y6)**
- **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 (Y6)**; Benin (West Africa) c. AD 900-1300.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	Understand the World: People and Communities DM 30-50 months Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. DM 40-60 months Enjoys joining in with family customs and routines. ELG Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	To use words and phrases like old, new and a long time ago. To explain how I have changed since I was born. To develop key historical vocabulary.	To use words and phrases like: before, after, past, present, then and now. To know when and where the Great Fire Of London started. To talk about significant events on a specific period of time. Begin to use a timeline to plot events.	To describe events from the past using the dates of when things happened. To use a timeline within a specific period of history to set out the order that things may have happened. To use my mathematical knowledge to work out how long-ago events happened.	To plot events on a timeline using centuries. To use my mathematical skills to round up time differences into centuries and decades.	To draw a timeline with different historical periods showing key historical events or lives of significant people.	To place features of historical events and people from the past societies and periods in a chronological framework. To summarise the main events from a period of history, explaining the order of events and what happened.
Knowledge and understanding of events, People and changes.		To recognise that some objects belong to the past. Recall some facts about people / events before living memory. Say why people have acted the way they did.	To recount the life of someone famous from Britain who lived in the past (Samuel Pepys). To explain what they did earlier and what they did later. To research the life of a famous person from the past using different sources of evidence.	To explain how an event from the past has shaped our life today. To explain how our locality has changed over time.	To explain some of the times when Britain has been invaded. To research two versions of an event and explain how they differ. To explain how the lives of wealthy people were different from the lives of poorer people.	To summarise how Britain has had a major influence on the world. To describe a key event from Britain's past using a range of evidence from different sources	To compare historical periods; explaining things which changed and things which stayed the same linking back to prior knowledge. To summarise how Britain may have learnt from other countries and civilizations (historically and more recently). To identify and explain differences, similarities and changes between different periods of history. To describe the features of historical events and way of life from periods studied; presenting to an audience.
Historical Interpretation		To explain how some people have helped us have better lives. To spot old and new things in a picture. To explain what an object from the past might have been used for. To begin to research using books, videos, photographs, pictures and artefacts.	To research using books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. To begin to explore those accounts of history may differ.	To explore the idea that there are different accounts of history. To begin to explain why accounts of history may differ. To make links to the local area.	To explain how historic items and artefacts can be used to help build up a picture of life in the past. To know that people in the past represent events or ideas in a way that persuades others.	To explain how parliament affects decision making in England. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. To know that people both in the past have a point of view and that this can affect interpretation. To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. To give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Enquiry		To ask and answer questions about old and new objects.	To find out things about the past by talking to an older person. To answer questions using books and the internet.	To research what it was like for children in a given period of history and present my findings to an audience.	To use research skills to find answers to specific historical questions.	To create and test out a hypothesis in order to answer questions.	To test out a hypothesis in order to answer questions. To create and test out a hypothesis in order to answer questions

