



### Aims/Intent

Our history programme offers a coherent and chronological planned sequence to ensure teachers have progressively covered the knowledge, skills and concepts required by the national curriculum. The knowledge is intrinsic to each period and the skills taught to apply this knowledge and are transferable to whichever period is being studied. This will equip the children for future learning. These historical skills and concept are chronological knowledge and understanding, and historical comprehension. Within historical comprehension the children will be asked to make connections within and across periods noting trends, changes, the causes of these, the significance of an event or individual, and similarities and differences. The children will also learn research skills: to ask and answer historical questions and make observations.

The coverage of within EYFS is based upon understanding the world around them and exploring past and present.

Within KS1, using themes such as space, Titanic and Harry Paye enables the children to acquire an understanding of time, events and people in their memory and beyond, both locally and worldwide.

For KS2 the intent is that the children will work in chronologically order within Britain—Stone Age through to William the Conqueror—before moving onto the rise and fall of empires around the world and then through to modern history such as WWII. The teaching of eras in chronological order from ancient to modern allows the children to truly develop and embed a sense of time and how civilisations were interconnected, children will also gain some understanding how some historical events occurred concurrently in different locations and how history has impacted on location in which they live.

### Implementation

In order for children to know more and remember more there is a structure to each lesson whereby prior learning and revision of facts is built in. Through revisiting and consolidating our previous knowledge, our lessons help children build on prior knowledge alongside introducing new knowledge, skills and challenges. Within these lessons revision and introduction of related key vocabulary, which builds year on year, is also built in. This vocabulary is then included in display materials and additional resources available to aid the learning.

Adult guidance and accurate historical knowledge is provided for each period studied via the medium term plan and assimilated to the children through their learning journey and each individual lessons learning objective.

Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and an understanding of how it has shaped the world they live in.

### Impact

The impact of using a full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical vocabulary displayed, spoken and used by all learners.

Impact will be measured through key questioning built into lessons, child-led assessment against the L.O. of each lesson and the creation of an assessment piece - I know so I will be able to - per period studied.

#### By EOEYFS children will know:

To use the language of past and present in relation to themselves and their family.

To order and sequence familiar events.

To discuss similarities and differences between themselves and members of their communities.

#### By EOKS1 children will know:

To create simple time lines of events and order events.

Use vocabulary to describe the passing of time.

To identify similarities and differences between ways of life in different periods.

#### By EOKS2 children will know:

To make connections and trends.

To order events chronology both in UK and Worldwide.

To ask and propose answers to historically valid questions.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Knowledge &amp; Skills</b>	<b>Knowledge &amp; Skills</b>	<b>Knowledge &amp; Skills</b>	<b>Knowledge &amp; Skills</b>	<b>Knowledge &amp; Skills</b>	<b>Knowledge &amp; Skills</b>	<b>Knowledge &amp; Skills</b>
<b>Chronological knowledge and understanding</b>	<p>To begin to make sense of their own life story and family's history.</p> <p>Recognise and describe special times or events for family or friends.</p> <p>Order and sequence events (of my life</p>	<p>Know where the people and events they study fit within a chronological framework</p> <p>To order and sequence events studied within a period.</p>	<p>Know where all people/ events studied fit into a chronological framework.</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods they study</p> <p>To know the chronology of the <u>Stone Age and Romans</u></p> <p>To use a timeline within a specific time in history to order events.</p> <p>Sequence events and artefacts of a period studied.</p> <p>To begin to understand BCE and CE and to order events into them.</p>	<p>To know the chronology of the <u>Ancient Egyptian and Anglo Saxons</u> and where it sits in world history and in relation to each other.</p> <p>To see how some historical events / periods occur concurrently in different locations.</p>	<p>Place events of period studied (Ancient Greece) on time line with other previously studied eras.</p> <p>Create time-lines showing impact and legacy.</p> <p>Order an increasing number of significant events and dates on to a timeline using dates accurately.</p> <p>To understand how some historical events / periods occur concurrently in different locations.</p>	<p>To compare historical events of the same period across the world</p> <p>Place aspects WW2 on time line in relation to each other eg USA, Japan, Europe etc</p> <p>Sequence up to 10 known and unknown events on time line— events through history— did they come before or after?</p> <p>To understand how some historical events / periods occur concurrently in different locations.</p>



To compare and contrast characters from stories, including figures from the past. To know some similarities and differences between things in the past and now.

Identify similarities and differences between ways of life in different periods. Ask and answer questions.

Note connections, contrasts and trends over time. Regularly address and sometime devise historically valid questions and change, cause, similarity and difference, and significance.

**Historical comprehension**

- Connections
- Trends
- Contrasts
- Changes
- Causes
- Significance
- Similarities and differences

**EYFS**

**Knowledge & Skills**

-Identify similarities and differences (between myself and others

**Year 1**

**Knowledge & Skills**

Identify similarities / differences between ways of life.

**Year 2**

**Knowledge & Skills**

Identify similarities / differences between people and or events

**Year 3**

**Knowledge & Skills**

To identify changes over time.

Recall and observe the impact that history has had over time studied.

To understand the significance (legacy) of a civilisation.

**Year 4**

**Knowledge & Skills**

Offer reasonable explanations for some events.

To understand why Britain would have been an important country to invade and occupy by different cultures.

To understand the significance of a historically relevant individual

**Year 5**

**Knowledge & Skills**

To identify trends throughout history and to map related changes.

To identify similarities and differences / compare between associated leading cultures whose prominence were at different times.

To contrast elements of a society from different eras.

**Year 6**

**Knowledge & Skills**

Recognise why people did things, why events happened and what happened as a result

Identify reasons for (causes) and results of individual's actions.

Discuss the impact that history has had on the present day.

To compare historical events in the same period across the world.

**Research skills**

- Ask questions
- Answer questions
- Make observations

Use question words (how what, when, where who)  
Answer questions (how and why)

Ask who, what, where, when questions to find out answers

Make simple observations about different people, events, beliefs within a society.

Ask and answer questions to find out answers.

Make and record observations about different types of people, events, beliefs within a society.

Ask questions about an event or time period and use resources and experiences given to answer them.

Observe small details E.g. using artefacts and pictures.

Ask specific questions about an event or time period.

Observe small details and use these to draw conclusions about the time studied. E.g. using artefacts and pictures.

Ask questions about different eras that link.

Answer historically valid questions.

Observe small details to draw a conclusion.

Ask questions about different eras that link.

Answer historically valid questions for their own device.

Observe small details across resources to draw a conclusion.



**Vocabulary**

To talk about the lives of people around them and their role in society.

Develop an awareness of the past using common words and phrases relating to the passing of time. Use a wide vocabulary of everyday historical terms.

Develop the appropriate use of historical terms

**EYFS**

**Knowledge & Skills**

Use everyday language related to time

Today yesterday tomorrow  
The present the past the future  
Day week month  
Long ago old new/recent  
parent grandparent great grandparent memory lifetime calendar who? What? Remember

**Year 1**

**Knowledge & Skills**

Use terms, common words and phrases relating to the passing of time  
before/after; earlier/later, second, hour, year, ancient modern date order similar different because important living memory remember opinion artefact What? When? Where?

**Year 2**

**Knowledge & Skills**

Develop a greater awareness of the past revisit and consolidate all previous language

**Year 3**

**Knowledge & Skills**

Use terms relating to the study unit and passing of time.  
  
B.C.E. (Before the common era) C.E. (The common era)  
B.C. (Before Christ) A.D. (Anno Domini)  
Empire, trading, civilisation, invasion, archaeologist, archaeology, importance, significance, legacy, change, emperor, chieftains

**Year 4**

**Knowledge & Skills**

Use terms related to the period and begin to date events.  
Understand more complex terms B.C.E. and C.E. millennium = thousands of years  
settlers, migration, settlements, sources, impact, effects, consequences, change, continuity, causes, king, pharaoh

**Year 5**

**Knowledge & Skills**

Use relevant terms and period labels—decades, centuries, dynasties and City state  
Culture  
Economic  
Century  
Decade  
Complex society  
extent of change, extent of continuity, impression,

**Year 6**

**Knowledge & Skills**

Recall relevant terms and periods from year 5  
expansion and dissolution of empires, Monarchy, local, regional, national and international history; cultural, military, political, religious and social history; short- and long-term timescales



To comment on images of familiar situations in the past.

To study

- changes within living memory.
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

To study

- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

- To study
- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain

- To study
- Britain’s settlement by Anglo-Saxons
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- 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 Egypt;

- To study
- 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
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history ; Mayan civilization c. AD 900

- To study
- a local history study
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality
- a significant turning point in British history

### Range and depth of historical knowledge

#### EYFS

##### Knowledge & Skills

Explain

- talk about members of their immediate family and community
- name and describe people who are familiar to them

#### Year 1

##### Knowledge & Skills

To know the language associated to people and changes within my life.

To know the key contributions for a significant person - Neil Armstrong, Tim Peake

To know the significant events of a local historical figure - Harry Paye.

#### Year 2

##### Knowledge & Skills

To know the significance of Florence Nightingale and Mary Seacole

To know the key events of the Titanic

To know the significant events for Mary Anning’s life and achievements

#### Year 3

##### Knowledge & Skills

To learn about the changes in Britain from the Stone Age to the Iron Age.

To learn about the Roman Empire and it’s impact on Britain.

Find out about everyday lives of the people in the time studied and compare with our life today.

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality

#### Year 4

##### Knowledge & Skills

To learn about the achievements of the earlier civilisations (Ancient Egyptians).

To learn about Britain’s settlement by the Anglo-Saxons.

Learn about the Anglo-Saxon and Viking Struggle for the Kingdom of England.

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality

#### Year 5

##### Knowledge & Skills

Study different aspects of different people—compare lifestyles of chn today with chn in Ancient Greece.

Examine causes and results of great events and the impact on the people— Alexander the Great defeating Egypt and linking to year 4

To know how an aspect has changed over time.

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality

#### Year 6

##### Knowledge & Skills

To know the aspects and effects of WWII

To know the significant effects of WWII on the locality

To know how historical events have impacted my life.

To know key facts about an era and /or historical figure (Shackleton).

Where applicable, learn about local places that are relevant to eras and events taught and how they are reflected over time in the locality



To understand the past through settings, characters and events encountered in books read in class and storytelling.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.  
Choosing and using parts of stories and other sources to show that they know and understand key features and events.

Understand how our knowledge of the past is constructed from a range of sources. Thoughtful selections and organisation of relevant historical information.

**EYFS**

**Knowledge & Skills**

Story  
Pictures  
Photos

**Year 1**

**Knowledge & Skills**

Photos  
Story

Identify and understand some of the ways we find we find out about the past (photos, stories, recounts).

Choose and use parts of stories and other sources to show understanding of period studied.

**Year 2**

**Knowledge & Skills**

Pictures  
Written sources

Identify and understand some of the ways we find we find out about the past (photos, stories, books, recounts)..

Choose and use parts of libraries stories and other sources to show understanding of period studied.

**Year 3**

**Knowledge & Skills**

Poo  
Skara Brea pictures  
Story

Distinguish between different given sources and compare different versions of the same story.

Begin to use a library and internet for research, with guidance.

**Year 4**

**Knowledge & Skills**

An old shoe and a clay pot  
Artefacts  
Story

Look at given evidence and begin to evaluate it usefulness.

Use the library and internet for research.

**Year 5**

**Knowledge & Skills**

Written evidence  
Artefacts  
Story

Introduce examples of primary and secondary sources.

Use library and internet with increasing confidence knowing which sites to trust.

**Year 6**

**Knowledge & Skills**

Photos, extracts and film clips and radio broadcasts  
Story

Recognise primary and secondary resources and their usefulness.

Use a range of sources.

Use library and internet to support a coherent piece of written work.

**Sources and artefacts**