



Leavening Community Primary School History Subject Overview

WE ARE NOT MAKERS OF HISTORY. WE ARE MADE BY HISTORY.

Martin Luther King, Jr.

Progression of Skills for EYFS

The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

(Taken from the Statutory Framework for the EYFS)

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

(Taken from the EYFS Statutory Educational Programme)

History in Nursery

Three and Four-Year-Olds

Understanding the World

- Begin to make sense of their own life-story and family's history.



| 3 & 4-year-olds will be learning to: | Examples of how to support this: |
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| Begin to make sense of their own life-story and family's history. | Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life story and family. |

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')

History in Reception

Reception

Understanding the World

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

ELG:


Understanding the World

Past and Present

- Talk about the lives of 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.



| Children in reception will be learning to: | Examples of how to support this: |
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| Comment on images of familiar situations in the past. | <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance.</p> <p>Show images of familiar situations in the past, such as homes, schools, and transport.</p> <p>Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> |
| Compare and contrast characters from stories, including figures from the past. | Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. |



| Children in reception will be learning to: | Examples of how to support this: |
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| | <p>Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.</p> <p>In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p> |

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')

History in KS1

Key Stage One:

National Curriculum Requirements of History

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, the first aeroplane flight or events commemorated through festivals or anniversaries];
- 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];

- significant historical events, people and places in their own locality.

History in KS2

Key Stage Two:

National Curriculum Requirements of History

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age;
- the Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 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; The Shang Dynasty of Ancient China;
- 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 - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Types of History Knowledge

Substantive Knowledge

Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts.

Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to

define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. It is not expected that by the end of primary school, children will have a full understanding of these substantive concepts but they will be able to draw from their learning in history to better explain what they mean. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include power and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'.

Disciplinary Knowledge

Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past. Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.

Disciplinary Concepts

Disciplinary concepts are concepts used in the study of history. They form the basis of many questions historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance. These concepts will enable children to ask historically-valid questions, create connections, identify contrasts, examine trends and construct analyses.

Historical Enquiry

Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.

Pupils make progress in History by developing:

- Their knowledge about the past (this knowledge is often described as 'substantive knowledge')
- Their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge')
- Acquiring knowledge needs to be 'generative' and 'sticky' meaning that it supports pupils to generate and remember new knowledge.
- Some knowledge might be particularly important for pupils' outcome tasks at the end of a topic. This might include detailed and secure knowledge of events and individuals. This knowledge will need to be secure and well organised in pupils' minds, for them to be able to draw upon and transform to construct historical arguments; therefore, they will need to have this knowledge at their 'fingertips'.
- Fingertip' knowledge has an important role in current learning. The importance of memorising this knowledge may not extend beyond that topic.
- Over the longer term, pupils' in-depth knowledge of topics may also leave a 'residue' of wider knowledge. This residual knowledge may also include knowledge of concepts or chronological knowledge. This knowledge is likely to be highly generative.
- There is a distinction between 'fingertip' and 'residue' knowledge. Some knowledge might be particularly important for pupils' outcome tasks at the

end of a topic. This might include detailed and secure knowledge of events and individuals. This knowledge will need to be secure and well organised in pupils' minds, for them to be able to draw upon and transform to construct historical arguments; therefore, they will need to have this knowledge at their 'fingertips'.

- History teachers and history education researchers have long noted the complex interplay between substantive knowledge and disciplinary knowledge.
- Deploying both **substantive** and **disciplinary knowledge** in combination is what gives pupils the capacity or skill to construct historical arguments or analyse sources. This is because knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge. Similarly, acquiring disciplinary knowledge is made purposeful and meaningful to pupils when it is related to particular historical problems where pupils have sufficient knowledge of the period, setting and topic to reason, to make inferences and to grasp the terms that others are using in any debate.
- Curriculum design and teaching should ensure that pupils progress in their disciplinary knowledge. Pupils learn about how historians study the past and construct accounts through specific examples. They need secure substantive knowledge about relevant historical contexts in order to make sense of this.

Disciplinary knowledge in history

- **Disciplinary knowledge** is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts. For ease, we use the term '**historical enquiry**' to refer to the complex tools, methods and assumptions that historians draw on. It is important to note that '**historical enquiry**' describes the way that historians approach the study of the past. It should not be confused with the use of 'enquiry' to describe a pedagogical approach (such as 'enquiry learning')

**Taken from the 'Ofsted Research review series: History (July 2021)'*

Threshold Concepts for History

Chronology

Events, People and Changes

Communication

Enquiry, Interpretation and Using Sources

History in KS1

Chronology

Show their emerging knowledge and understanding of the past by:

- Recognising the distinction between past and present.
- Identifying some similarities and differences between their own present and aspects of the past.
- Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).

Show their developing knowledge and understanding of the past by:

- Recognising the distinction between present and past in their own and other people's lives.
- Identifying some similarities and differences between ways of life in different periods.

Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).

Events, People and Change

- To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.
- Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.
- Use simple stories and other sources to show that they know and understand key features of events.

Communication

- Understand and use simple historical concepts such as now/then and same/different.
- To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).
- Understand historical concepts and use them to make simple connections and draw contrasts.

Enquiry, Interpretation and Using Sources

- Use sources to answer simple questions about the past.
- Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.

- Identify some of the basic ways the past can be represented.
- To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).

History in Lower KS2

Chronology

Show their increasing knowledge and understanding of the past by:

- Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...).
- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

Events, People and Changes

Be able to describe some of the main events, people and periods they have studied by:

- Understanding some of the ways in which people's lives have shaped this nation.
- Describing how Britain has influenced and been influenced by the wider world.
- Understanding some significant aspects of history - nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

Communication

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

Enquiry, Interpretation and Using Sources

- Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist

(artist's pictures, museum displays, written sources).

- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.

History in Upper KS2

Chronology

Show their chronologically secure knowledge by:

- Sequencing events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).
- Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.
- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.
- In depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...).
- Analyse connections, trends and contrasts over time.

Events, People and Change

Show their knowledge and understanding of local, national and international history by:

- Understanding significant aspects of history - nature of ancient civilisations; expansion and dissolution of empires; characteristic features of non-European societies; achievements and follies of mankind.
- Gaining historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.
- Establishing a narrative showing connections and trends within and across periods of study.
- Begin to recognise and describe the nature and extent of diversity, change and continuity and suggest relationships between causes.
- Presenting a clear narrative within and across periods that notes connections, contrasts and trends over time.

Communication

- Produce structured work that makes connections, draws contrasts, analyses trends, frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.
- Produce detailed structured work to select and deploy information and make appropriate use of historical terminology and contrasting evidence.

Enquiry, Interpretation and Using Sources

- Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting

arguments and interpretations of the past have been constructed.

- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
- Begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.
- Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.
- Begin to recognise why some events, people and changes might be judged as more historically significant than others.

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| Understanding the World | Nursery 1 | Nursery 2 | Reception | Nursery 1 | Nursery 2 | Reception | Nursery 1 | Nursery 2 | Reception |
| | <ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. | <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history Continue developing positive attitudes about the differences between people. | <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Show interest in different occupations. Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. | <ul style="list-style-type: none"> Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Observe and talk about changes in the weather | <ul style="list-style-type: none"> Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Begin to make sense of their own life-story and family's history. | <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about members of their immediate family and community. Understand that some places are special to members of their community. | <ul style="list-style-type: none"> Notice differences between people. Begin to understand the need to respect and care for the natural environment and all living things. | <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. Use all their senses in hands on exploration of natural materials. Explore how things work. Plant seeds and care for growing plants. | <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. |

See EYFS Long Term Plan

| Theme | Marvellous Me |
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| Hooks for Learning | <ul style="list-style-type: none"> • Starting my new class • New Beginnings • How have I changed? • My family • What am I good at? • How do I make others feel? • Being kind / staying safe |
| Predictable Interests / Learning experiences | New routines Class expectations Autumn |
| Text | <ul style="list-style-type: none"> • Owl Babies • The Colour Monster • The Lion Inside by R Bright • Freddie and the Fairy by J Donaldson • Aliens love Underpants • Funnybones • I'm a Feel-O-Saur by Lezlie Evans • Neon Leon by Jane Clarke • The Koala who Could by Rachel Bright Squirrels who Squabbled by Rachel Bright |

Early Learning Goals for the end of year assessment

| Communication and Language | Personal, social, emotional development | Physical Development | Literacy | Maths | Understanding the World | Expressive arts and design |
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| <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices</p> <p>Building Relationships</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others • Form positive attachments to adults and friendships with peers <p>Show sensitivity to their own and to others' needs.</p> | <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. | <p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <p>Past and Present</p> <ul style="list-style-type: none"> • 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 <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |

Knowledge, skills & Understanding Breakdown

Year 1

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|--|---|
| <ul style="list-style-type: none">• Can they put up to three objects in chronological order (recent history)?• Can they use words and phrases like: old, new and a long time ago?• Can they tell me about things that happened when they were little?• Can they recognise that a story that is read to them may have happened a long time ago?• Do they know that some objects belonged to the past?• Can they retell a familiar story set in the past?• Can they explain how they have changed since they were born? | <ul style="list-style-type: none">• Do they appreciate that some famous people have helped our lives be better today?• Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago?• Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?• Can they begin to identify the main differences between old and new objects?• Can they identify objects from the past, such as vinyl records? | <ul style="list-style-type: none">• Can they ask and answer questions about old and new objects?• Can they spot old and new things in a picture?• Can they answer questions using a artefact/ photograph provided?• Can they give a plausible explanation about what an object was used for in the past? |

Challenging

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| <ul style="list-style-type: none">• Can they put up to five objects/events in chronological order (recent history)?• Can they use words and phrases like: very old, when mummy and daddy were little?• Can they use the words before and after correctly?• Can they say why they think a story was set in the past? | <ul style="list-style-type: none">• Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?• Can they tell us about an important historical event that happened in the past?• Can they explain differences between past and present in their life and that of other children from a different time in history?• Do they know who will succeed the queen and how the succession works? | <ul style="list-style-type: none">• Can they answer questions using a range of artefacts/ photographs provided?• Can they find out more about a famous person from the past and carry out some research on him or her? |
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Knowledge, skills & Understanding Breakdown

Year 2

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|--|--|
| <ul style="list-style-type: none">• Can they use words and phrases like: before I was born, when I was younger?• Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?• Can they use the words 'past' and 'present' accurately?• Can they use a range of appropriate words and phrases to describe the past?• Can they sequence a set of events in chronological order and give reasons for their order? | <ul style="list-style-type: none">• Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?• Can they explain how their local area was different in the past?• Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started?• Can they give examples of things that are different in their life from that of their grandparents when they were young?• Can they explain why Britain has a special history by naming some famous events and some famous people?• Can they explain what is meant by a parliament? | <ul style="list-style-type: none">• Can they find out something about the past by talking to an older person?• Can they answer questions by using a specific source, such as an information book?• Can they research the life of a famous Briton from the past using different resources to help them?• Can they research about a famous event that happens in Britain and why it has been happening for some time?• Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? |

Challenging

- Can they sequence a set of objects in chronological order and give reasons for their order?
- Can they sequence events about their own life?
- Can they sequence events about the life of a famous person?
- Can they try to work out how long ago an event happened?

- Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times?
- Can they explain why someone in the past acted in the way they did?
- Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?
- Can they explain what is meant by a democracy and why it is a good thing?

- Can they say at least two ways they can find out about the past, for example using books and the internet?
- Can they explain why eye-witness accounts may vary?
- Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time?

Knowledge, skills & Understanding Breakdown

Year 3

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
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| <ul style="list-style-type: none">• Can they describe events and periods using the words: BC, AD and decade?• Can they describe events from the past using dates when things happened?• Can they describe events and periods using the words: ancient and century?• Can they use a timeline within a specific time in history to set out the order things may have happened?• Can they use their mathematical knowledge to work out how long ago events would have happened? | <ul style="list-style-type: none">• Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?• Can they begin to picture what life would have been like for the early settlers?• Can they recognise that Britain has been invaded by several different groups over time?• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?• Can they suggest why certain events happened as they did in history?• Can they suggest why certain people acted as they did in history? | <ul style="list-style-type: none">• Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?• Can they use various sources of evidence to answer questions?• Can they use various sources to piece together information about a period in history?• Can they research a specific event from the past?• Can they use their 'information finding' skills in writing to help them write about historical information?• Can they, through research, identify similarities and differences between given periods in history? |

Challenging

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| <ul style="list-style-type: none">• Can they set out on a timeline, within a given period, what special events took place?• Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? | <ul style="list-style-type: none">• Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?• Can they appreciate that war/s would inevitably have brought much distress and bloodshed?• Do they have an appreciation that wars start for specific reasons and can last for a very long time?• Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? | <ul style="list-style-type: none">• Can they begin to use more than one source of information to bring together a conclusion about an historical event?• Can they use specific search engines on the Internet to help them find information more rapidly? |
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Knowledge, skills & Understanding Breakdown

Year 4

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|--|---|--|
| <ul style="list-style-type: none">• Can they plot recent history on a timeline using centuries?• Can they place periods of history on a timeline showing periods of time?• Can they use their mathematical skills to round up time differences into centuries and decades? | <ul style="list-style-type: none">• Can they explain how events from the past have helped shape our lives?• Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?• Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?• Do they recognise that the lives of wealthy people were very different from those of poor people?• Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? | <ul style="list-style-type: none">• Can they research two versions of an event and say how they differ?• Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?• Can they give more than one reason to support an historical argument?• Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? |

Challenging

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| <ul style="list-style-type: none">• Can they use their mathematical skills to help them work out the time differences between certain major events in history?• Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? | <ul style="list-style-type: none">• Can they recognise that people's way of life in the past was dictated by the work they did?• Do they appreciate that the food people ate was different because of the availability of different sources of food?• Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?• Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? | <ul style="list-style-type: none">• Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? |
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Knowledge, skills & Understanding Breakdown

Year 5

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|---|---|
| <ul style="list-style-type: none">• Can they use dates and historical language in their work?• Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?• Can they use their mathematical skills to work out exact time scales and differences as need be? | <ul style="list-style-type: none">• Can they describe historical events from the different period/s they are studying/have studied?• Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?• Can they explain the role that Britain has had in spreading Christian values across the world?• Can they begin to appreciate that how we make decisions has been through a Parliament for some time?• Do they appreciate that significant events in history have helped shape the country we have today?• Do they have a good understanding as to how crime and punishment has changed over | <ul style="list-style-type: none">• Can they test out a hypothesis in order to answer a question?• Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? |

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| Challenging | | |
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| <ul style="list-style-type: none">• Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. | <ul style="list-style-type: none">• Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed? | <ul style="list-style-type: none">• Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? |
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Knowledge, skills & Understanding Breakdown

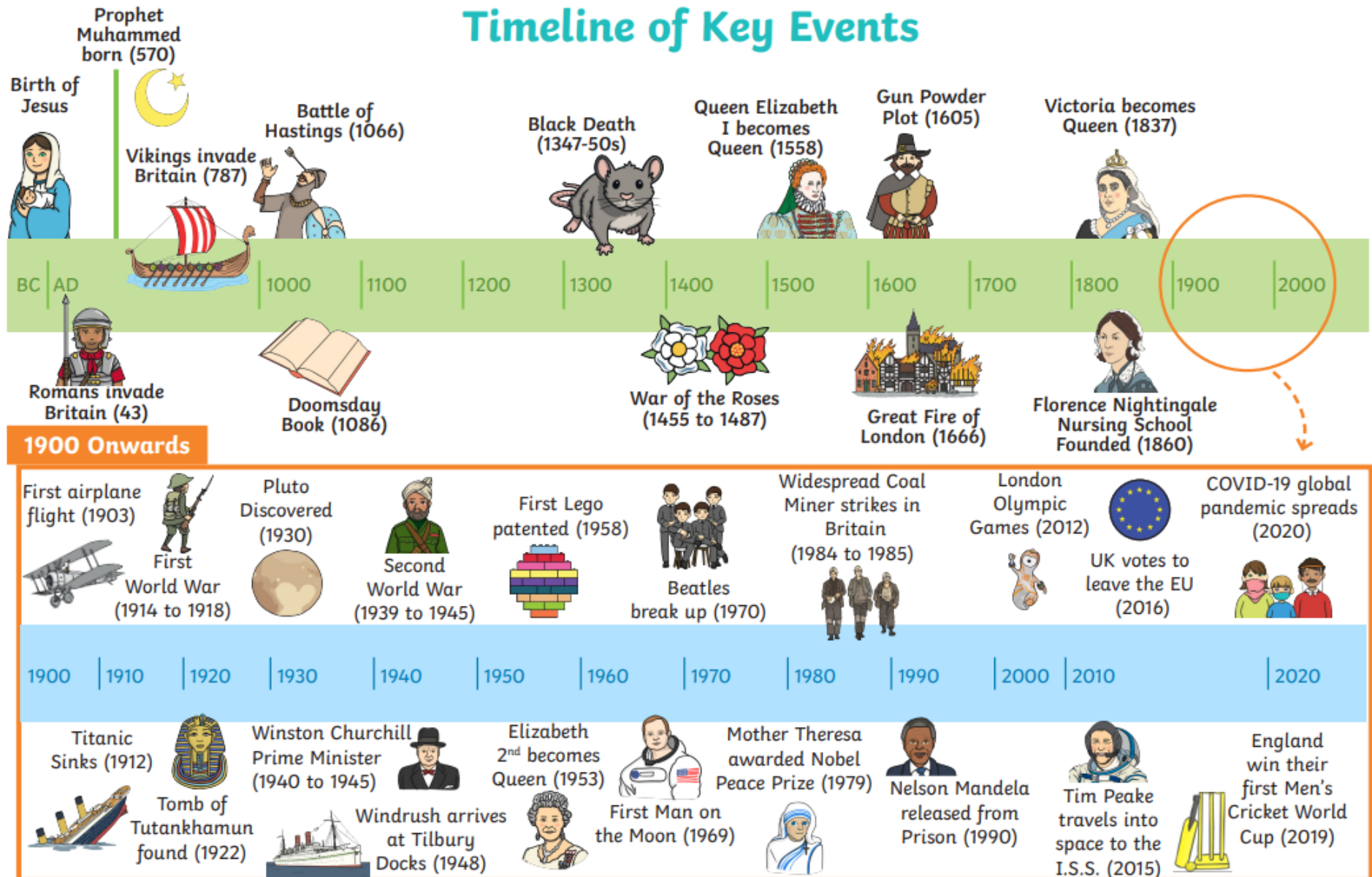
Year 6

| Chronological Understanding | Knowledge and Interpretation | Historical Enquiry |
|---|---|---|
| <ul style="list-style-type: none">• Can they say where a period of history fits on a timeline?• Can they place a specific event on a timeline by decade?• Can they place features of historical events and people from past societies and periods in a chronological framework? | <ul style="list-style-type: none">• Can they summarise the main events from a specific period in history, explaining the order in which key events happened?• Can they summarise how Britain has had a major influence on world history?• Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?• Can they describe features of historical events and people from past societies and periods they have studied?• Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? | <ul style="list-style-type: none">• Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?• Can they identify and explain their understanding of propaganda?• Can they describe a key event from Britain's past using a range of evidence from different sources? |

Challenging

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| <ul style="list-style-type: none">• Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them? | <ul style="list-style-type: none">• Can they suggest relationships between causes in history?• Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?• Can they trace the main events that define Britain's journey from a mono to a multi-cultural society? | <ul style="list-style-type: none">• Can they suggest why there may be different interpretations of events?• Can they suggest why certain events, people and changes might be seen as more significant than others?• Can they pose and answer their own historical questions? |
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Timeline of Key Events



History Timeline

Key Events

