

History Overview

Caring Learning Growing

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The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum Knowledge

EYFS

ELG: Past and Present

Children at the expected level of development will:

- 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.

KS1

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, 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSHE Link						
Key Events	Harvest Festival Black History Month (October) Mental Health Day Show Racism the Red Card	Remembrance Day Anti-bullying Week Christingle	Children's mental health week Safer Internet Day	World Book Day Science Week	Diversity day GRT Month	Sports day

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units Covered						
EYFS	Celebrations: Exploring different celebrations each week: Birthdays, Harvest, Diwali, Halloween, Bonfire Night, Remembrance day, Christmas, Hanukkah	Understanding the World: Past and present bread making	Understanding the World: Animals from the past (dinosaurs/dodo) Characters from the past comparison		Understanding the World: Farming past/present, Past/present sea travel, Brighton past/present	
Year 1		Guy Fawkes - The Gunpowder Plot		Transport - Isambard Kingdom Brunel/changes of trains over time with a focus on the GWR in our local area		Comparing explorers over time.
Year 2		The Great Fire of London and its impact on London		Mary Seacole and Florence Nightingale - Medicine		Comparison of rulers - Queens Victoria, Elizabeth I and II

Progression of Skills and Knowledge			
	Reception	Year 1	Year 2
Chronological understanding	<p>Comment on images of familiar situations in the past, such as homes. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>Put up to three objects in chronological order on a timeline? Label timelines with pictures, words or phrases.</p> <p>Tell others about some changes that have happened in their own life since I was born.</p> <p>Talk about how things have changed since their parents or grandparents were children.</p> <p>Use everyday language to talk about people or events from the past.</p> <p>Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers, grandparents were children, in the times.</p>	<p>Place events or artefacts in order on a timeline. Put space between each event on the timeline to show how long between different historical events.</p> <p>Label timelines with pictures, words or phrases and give reasons for their order.</p> <p>Make connections between long- and short-term time scales.</p> <p>Use dates to talk about people or events from the past.</p> <p>(when appropriate) Connect new learning of historical people or events to others that I have learnt about before.</p> <p>Understand and use vocabulary such as:, decades, centuries, in my lifetime, in my parents'/carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in times.</p>
Historical Enquiry skills	<p>Begin to answer questions based on interests and using different sources such as information books.</p>	<p>Show some understanding of how people find out about the past.</p> <p>Show some understanding of how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What was it like for people?</p> <p>Answer questions by using different sources, such as an information book or pictures.</p> <p>Understand and use vocabulary such as: questions, find out, evidence, collect, history, information, research, sources, artefacts, objects, historians, investigate.</p>	<p>Understand and talk about how people find out about the past.</p> <p>Show understanding of how evidence is collected and used to make historical facts.</p> <p>Ask questions such as: What happened? How long ago? Answer questions by using a specific source, such as an information book.</p> <p>Research the life of someone who used to live in my area using the Internet and other sources to find out about them.</p> <p>Research the life of a famous person from the past using different resources.</p> <p>Understand and use vocabulary such as: questions, wonder, find out, evidence, collect, points of view, opinion, historical, information, research, sources of information, resources, artefacts, objects, historians, investigate.</p>
Knowledge and	<p>Compare and contrast characters from stories, including figures</p>	<p>Answer questions using a range of artefacts/ photographs/pictures provided.</p>	<p>Describe historical events.</p>

<p>Interpretation</p>	<p>from the past. Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Show images of familiar situations in the past.</p>	<p>Talk about the different ways that the past is represented. Recount some interesting facts from an historical event. Talk about some important people from the past. Talk about how their actions changed the way we do things today. Recognise that there are reasons why people in the past acted as they did. Recognise that some forms of evidence are more reliable than others when finding out about the past. Show an understanding of the word 'nation' and the concept of a nation's history. Show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events. Understand and use vocabulary such as: find out, explain, facts, reasons, events, actions?</p>	<p>Describe significant people from the past and talk about what they did. Explain the causes of an historical event and what the consequences were. Explain what impact that significant events from the past have had on the way we live today. Talk about similarities and differences between two different time periods. Explain how people or events in history have changed things nationally or internationally. Explain why someone in the past acted in the way they did. Choose and use parts of stories or other sources to show understanding of events or people from the past. Talk about what type of evidence is reliable when finding out about the past. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events. Create my own accounts of historical people or events. Understand and use vocabulary such as: find out, explain, reasons, events, causes,</p>
<p>Vocabulary Children should know</p>	<p>Now, then, next, old, new, family, granparent, story, today, tomorrow, yesterday</p>	<p>Now, then, next, old, new, family, granparent, story, today, tomorrow, yesterday History, past, present, future, tradition, famous, event, change, community, long ago</p>	<p>Now, then, next, old, new, family, granparent, story, today, tomorrow, yesterday History, past, present, future, tradition, famous, event, change, community, long ago important event, era/ began, artefacts/ museum, time order / timeline, before I was born, when I was younger, before/after, sequence, earlier / later, invented, historical events, source, research, historian, similarities/differences, parliament</p>
<p>Challenging terms</p>	<p>History, past, present, future, tradition, famous, event, change, community, long ago</p>	<p>important event, era/ began, artefacts/ museum, time order / timeline, before I was born, when I was younger, before/after, sequence, earlier / later, invented, historical events, source, research, historian, similarities/differences, parliament</p>	<p>Eye witness account, chronological order, locality, democracy, historian, revolt, succeed/succession</p>