

EYFS	KNOWLEDGE and SKILLS				
Nursery	<p>Understanding the world- people and communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • 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 indoors and outdoors • 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 				
Reception	<p>Understanding the world- people and communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines • Talks about past and present events in their own life and in the lives of family members • Knows that other children do not always enjoy the same things, and is sensitive to this • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 				
Key Stage 1 and 2	KNOWLEDGE	Chronological Knowledge & Understanding	Historical Terms	Historical Enquiry: <i>using evidence & communicating ideas</i>	Interpretations of History
Year 1	<p>In Year 1, the children will develop their knowledge of History through the following topics:</p> <ul style="list-style-type: none"> • Discovering History • Kings, Queens and Leaders • Parliament and Prime Ministers 	<ul style="list-style-type: none"> • Develop an awareness of the past. • Use common words and phrases relating to the passing of time. • Sequence events or objects in chronological order. • Begin to describe similarities and differences in artefacts. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> • Ask and answer questions • Understand some ways we find out about the past. • Sort artefacts “then” and “now” • Time lines (3D with objects/ sequential pictures). • Drawing drama/role play. • Writing (reports, labelling, simple recount). • ICT 	<ul style="list-style-type: none"> • Identify different ways in which the past is represented e.g. photos, books.

<p>Year 2</p>	<p>In Year 2, the children will develop their knowledge of History through the following topics:</p> <ul style="list-style-type: none"> • Romans in Britain • The Tudors • Powerful Voices 	<ul style="list-style-type: none"> • Know where all people/events studied fit into a chronological framework. • Identify similarities / differences between periods. • Sequence artefacts closer together in time. • Sequence events. • Sequence photos etc. from different periods of their life. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> • Ask and answer questions. • Choose and use parts of stories and other sources to show understanding. • Class display/ museum • Annotated photographs • ICT • Sequence a collection of artefacts • Use of time lines • discuss the effectiveness of sources 	<ul style="list-style-type: none"> • Compare pictures or photographs of people or events in the past. • Able to identify different ways to represent the past.
<p>Year 3</p>	<p>In Year 3, the children will develop their knowledge of History through the following topics:</p> <ul style="list-style-type: none"> • Stone Age to the Iron Age • Ancient Egypt • The Anglo Saxons, Scots and the Vikings • Law and Power (1154–1272) • The War of the Roses 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history. • Place the time studied on a time line. • Sequence events or artefacts. • Use dates related to the passing of time. 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. • Use a range of sources to find out about a period. • Observe small details – artefacts, pictures. • Select and record information relevant to the study begin to use the library for research. 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented. • Distinguish between different sources and evaluate their usefulness–look at representations of the period.
<p>Year 4</p>	<p>In Year 4, the children will develop their knowledge of History through the following topics:</p> <ul style="list-style-type: none"> • Ancient Greece • Life in Ancient Rome • The rise and fall of Rome • The Stuarts 	<ul style="list-style-type: none"> • Establish clear narratives within and across periods studied. • Place events from period studied on a time line. • Use terms related to the period and begin to date events. 	<ul style="list-style-type: none"> • Understand more complex terms e.g. BCE/AD. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of 	<ul style="list-style-type: none"> • Look at the evidence available, begin to evaluate the usefulness of different sources, use of text books and historical knowledge.

				<p>one aspect of life in time past.</p> <ul style="list-style-type: none"> • Use the library for research. 	
Year 5	<p>In Year 5, the children will develop their knowledge of History through the following topics:</p> <ul style="list-style-type: none"> • Baghdad c.900 CE • The Early British Empire • The French Revolution • The Transatlantic slave trade • The Industrial revolution • The Victorian Age 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Place current study on time line in relation to other studies know and sequence key events of time studied. 	<ul style="list-style-type: none"> • Use relevant terms and periods labels relate current studies to previous studies. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. • Begin to identify primary and secondary sources. • Use evidence to build up a picture of life in time studied. • select relevant sections of information and confident use of library research. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources. Fact or fiction. • Offer some reasons for different versions of events
Year 6	<p>In Year 6, the children will develop their knowledge of History through the following topics:</p> <ul style="list-style-type: none"> • World War I • The Suffragettes • The rise of Hitler and World War II • World War II and the Holocaust • The Cold War • The History of Human Rights 	<ul style="list-style-type: none"> • Note connections, contrasts and trends over time. • Place current study on time line in relation to other studies. 	<ul style="list-style-type: none"> • Use relevant dates and terms. 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions. • Recognise primary and secondary sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathering from several sources together in a fluent account. • Confident use of the library etc. for research 	<ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at. • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. • Be aware that different evidence will lead to different conclusions.

National Curriculum Coverage

General Aims of the National Curriculum for KS1 and KS2

Know and understand the history of the British Isles 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 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.

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

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

KS1 Aims

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.

Use a wide vocabulary of everyday historical terms.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

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.

KS2 Aims

Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Understand how our knowledge of the past is constructed from a range of sources.

Construct informed responses that involve thoughtful selection and organisation of relevant historical information.