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| **EYFS Areas of study** Understand key features of events.Remembrance Day. Learn about the lives of significant individuals. The Royal Family. Children talk about past and present events in their own lives and in the lives of family members. (UW - ELG)**Chronological understanding:** Birthdays, Days, months, seasons. Understanding of changes in their own lifetime personal timeline. Uses everyday language related to time. (M – ELG)**Historical concepts:** Looks closely at similarities, differences, patterns and change. (UW – 40-60) Talk about changes. (UW – ELG) **Enquiry and Interpretation:** Recount an event, verbally and written.Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories (EAD – ELG)They answer ‘how’ and ‘why’ questions about their experiences and in response to stories and events. (CL – ELG) Know that information can be retrieved from books and computers. (L – ELG)**Questioning and communication:** Talk about things they did at the weekend, yesterday, this morning. Visual timetable. Orders and sequences familiar events (M – ELG).  |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Areas of study** | Changes within living memory: ToysSignificant event: First moon landingSignificant People: Neil ArmstrongQueen Elizabeth llSignificant Historical Events, People and Places in the Locality-Chester ZooMottershead family | Changes within living memory: VictoriansSignificant event: Sinking of TitanicSignificant people: Scott and Amundsen(race to South Pole)Rosa ParksMartin Luther KingLocal History- Little Sutton  | Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilizations – Ancient Egypt | The Roman Empire and its impact on Britain. Ancient Greece – a study of Greek life and achievements and their influence on the western world to include the legacy of Greek culture and impact on today. | 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 ConfessorAncient civilisation-The Mayans | A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. World War 1 & 2Local History study-Industry Ellesmere Port (how are aspects of national history reflected in our area?) |
| **Chronological Knowledge and Understanding**  | Pupils should be taught about changes within living memory. Can explain how they have changed since birth.Can sequence some events or objects in order of time. Use words and phrases old, new, then and yesterday. Tell the difference between past and present in their own lives and lives of familiar people.Pupils should be taught about the life of a significant individual from the past who has contributed to national and international achievements (Neil Armstrong) | Pupils should be taught about events beyond living memory, that are significant nationally or globally. Add notes/ pictures on timeline to show what life was like at different times.Recount main events from a significant time in history. Pupils should be taught about the life of a significant individual from the past who has contributed to national and international achievements Use a range of sources to describe differences between then and now.  | Use timelines to place events in order. Understand that timelines can be divided in BC and AD. Use evidence to describe houses and settlements, culture and the way of life and people's beliefs.Pupils should be taught about changes in Britain, from the Stone Age to the Iron Age. This could include: Palaeolithic, Mesolithic and Neolithic period.The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.Compare the achievements of the world civilisation ‘Ancient Egypt’ with what was happening in Britain at the same time. | Record increasing knowledge about the effect of this group on Europe, Britain and the local area, building on existing developmentsNote connections, contrasts, trends over time (e.g. Roman Empire began 800 years before it reached Britain)Understand that empires grow over timeUse and interpret online maps and timelinesPlace the start and end of the period on a timeline, along with the periods studied in Y3Continue to annotate timeline throughout the study as they discover more about the time, noting connections | Independently construct a timeline, showing the history of invasions and settlement of Europeans in Britain from the Romans until 1066.Recognise the subsequent consequence of significant events on settlements and life in BritainPlace significant events on the timeline throughout the studyUnderstand how Britain has been influenced by the wider world, e.g co-existence of and fights between different groups of settlersCan compare another civilisation which existed in the world at the same time as the Anglo-Saxon and Viking struggle in Britain at around 900 A.D (The Mayans)Demonstrate a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they have studiedCan independently construct and add to an ongoing timeline to make comparisons between 2 societies at the same time | Adds detail to the timeline during the ongoing studiesCan draw a timeline to scale independently, to show where the study over a wide arc of time fits into the wider story of British HistoryCan note connections, contrasts and trends over timeDemonstrate coherent, chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they studied in KS2Understand how the past can have an impact on a local area and life todayUsing a timeline, show a growing knowledge of the area, understanding the connections between local, regional, national and international history and between short- and long-term timescalesShow an understanding of what life was like for people living in the area in the past |
| **HIstorical Concepts** | Can talk about changes and list causes and consequences, drawing on what they already knowStart to develop an awareness of the past and know that some things happened in the pastCan explain, use and understand the term “significance”Decide what is a significant event | Identify similarities and differences between ways of life in different periodsIdentify similarities and differences between ways of life in different periods | Frame historically valid questions about change, cause, similarity and difference to understand complexity of people’s lives and the process of changeRecognise that change occurred due to intelligence, inventiveness and human resolve to overcome difficulties of life at the timeDevelop awareness of change, cause, similarity and difference, and significanceShow understanding of the word “civilisation” in talk | Explain change, cause, impact and significance in writingCan make a few connections and contrasts, e.g. change, cause, similarity, difference and significanceDevise historically valid questions about change, cause, similarity, difference, and significance | Understand the cause and consequence of eventsUnderstand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups and significance of that time | Note effects of changes, causes and consequence for all sections of society and impact on their own life and identityUnderstand the complexity of people’s lives, the process of change, diversity of societies and relationships between different groups, as well as their own identity and challenges |
| **Enquiry and Interpretation** | Begin to understand that personal accounts may differ Identify one way we can find out about history, e.g. interviews, pictures, objects or museumsStart to ask and answer questions, using parts of stories and other sourcesto show they understand key features of events (in own or family’s life)Start to ask questions to find out about the pastCan interview visitors/museum staff, asking perceptive questions about famous people, events and places in the areaExplore local museums/sites/old maps to find out about the locality in the pastIdentify “old” places and buildings around them on a local walk | Begin to ask perceptive questions as they want to find out more about an eventChoose and use parts of stories and other sources to show they know and understand key features of eventsGive more than one cause of an event and reasons why people acted as they didKnow the story of events can be explored through pictures, maps, museum visits, artefacts and firsthand accounts (diaries)Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of their lives and eventsSort/match pictures of significant people with clothes, food, transport of the time | Ask perceptive questions and suggest how artefacts were made or used and what life at the time was likeUnderstand how our knowledge of the past is constructed from a range of sources.Make careful observations of artefacts (or photographs) to find out about the periodExplore things which early civilisations had in common, e.g. river location, development of writing and number systemsExplain how discoveries were made about the civilisations, which help us to learn more about themOrally justify which is the most important achievement and invention of each civilisation | Describe how the past can be represented or interpreted in a few different ways e.g. different views from different members of society on invadersHandle and use artefacts from the time as a source of evidence; explain their purposeUnderstand how our knowledge of the past is constructed from a range of sourcesUnderstand methods of historical enquiry; how evidence is used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructedExplain what life was like for different groups of society, their diversity and relationships between themUsing a range of sources, explore the significance of the growth of the empire and influence on life today | Rigorously use a range of sources, including artefacts, written resources, to build understanding of what life was like.Understand how laws and justice systems introduced at the time were designed to exert control over different society/invadersUnderstand that recent discoveries raised new evidence to challenge and aid knowledge about the timeWhen using evidence, show understanding that there may be bias and different viewpointsDemonstrate methods of historical enquiry independently, e.g. ask perceptive questions, think critically and weigh evidenceDraw conclusions on the complexity of life at the time, changes and relationships between groupsUse available evidence selectively to answer own raised questions about a distant past society | Answer a whole class enquiry question, drawing on a range of historical sources.Follow the cycle of historical enquiry independently by stating what they already know, finding the most relevant question to investigate, and evaluating how to analyse and present the informationMake detailed use of a wide range of historical sources to help reach and support a conclusionCan devise an effective enquiry following the study of an artefact, documents, a visit to a significant local place/museum, a local walk or an interviewSelect, interpret and evaluate a source of information about the local area, assessing usefulness and if there is any bias, etc.Understand how knowledge of the past is constructed from a range of sources and list a range of sources for local history |
| **Questioning and Communication using historical terms**  | Can describe similarities and differences in life for them/ their parents/older family members - orally, in drawings, etc.Talk about events from own history using words that show the passing of timeDesign an information plaque/statue for the most significant event/person/ place in local area to inform othersWrite a guide book of significant people, events and places in own locality,using a wide vocabulary of everyday historical terms | Record the sequence of events in pictures/wordsUsing historical terms and vocabulary, write a report on a sequence of events and draw conclusions using the discovered informationUse drama/role-play to show events and order ideasMake fact files on how life was different for 2 people, e.g. travel, food, clothes, homesWrite a diary as one person, using a range of information | Construct informed reports with thoughtful selection and organisation of relevant historical informationRetrieve and record information from non-fiction to answer own increasingly perceptive questionsPresent recalled or selected information in a variety of ways, using specialist termsShow curiosity by asking own questions | Compare the areas of different empires and draw conclusions about the comparative power and influenceShow a developing historical perspective through understanding the connections between local, regional, national and international history.Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement, e.g. debate and consider the impact on BritainUse key terms such as ‘empire’, ‘civilisation’ and ‘democracy’Describe the significance of the period and ideas from the period which still exist todayStart a list of questions for what they want to find out | Use key historical terms in a variety of structured, informed, extended written responses or descriptions of the main features of past societies/periodsGive reasons why some civilisations grew in power, but may have later declined or even disappearedUse the term "civilisation" and understand its meaningConduct their own question-led research into features of a non-European society | Devise increasingly historically valid, perceptive questions about change, cause and significance during the studyExplain their development as a historian - the tools and skills they have developed and how they think they will use these in the futureThoughtfully select and organise relevant historical information, e.g. write a local guidebook for the communityAsk perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement |