



History



Early Learning Goals

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.

	Before starting Reception, children should:	During Reception, the children will learn to:	By the end of Reception, children should:
Communication			Speaking <ul style="list-style-type: none"> 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.
Maths	<ul style="list-style-type: none"> Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 		
Understanding the World	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Understand the key features of the life cycle of a plant and an animal. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. 	Past and Present <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 read in class and storytelling.

National Curriculum Expectations:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

	By the end of Year 2	By the end of Year 4	By the end of Year 6
	Pupils should be taught about: <ul style="list-style-type: none"> 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 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 Significant historical events, people and places in their own locality. 	Pupils should be taught about: <ul style="list-style-type: none"> 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 them 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 	

Chronological Understanding	<p>Children can:</p> <ul style="list-style-type: none"> sequence artefacts and events that are close together in time; order dates from earliest to latest on simple timelines; sequence pictures from different periods; describe memories and changes that have happened in their own lives; use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. 	<p>Children can:</p> <ul style="list-style-type: none"> sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Children can:</p> <ul style="list-style-type: none"> order an increasing number of significant events, movements and dates on a timeline using dates accurately; accurately use dates and terms to describe historical events; understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.
Similarity and difference	<p>Children can:</p> <ul style="list-style-type: none"> recognise some similarities and differences between the past and the present; 	<p>Children can:</p> <ul style="list-style-type: none"> identify key features, aspects and events of the time studied; find out about the everyday lives of people in time studied compared with our life today; identify similarities and differences between ways of life in different periods; 	<p>Children can:</p> <ul style="list-style-type: none"> describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children recognise the relationship between different periods and the legacy or impact for me and my identity; use appropriate historical terms such as culture, religious, social, economic and political when describing the past;
Cause and Consequence	<p>Children can:</p> <ul style="list-style-type: none"> understand that there are reasons why people in the past acted as they did; 	<p>Children can:</p> <ul style="list-style-type: none"> Identify reasons for and results of people's actions and understand why people may have had to do something 	<p>Children can:</p> <ul style="list-style-type: none"> examine causes and results of great events and the impact these had on people;
Continuity and change	<p>Children can:</p> <ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods; 	<p>Children can:</p> <ul style="list-style-type: none"> note key changes over a period of time and be able to give reasons for those changes; describe some connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Children can:</p> <ul style="list-style-type: none"> understand and describe in some detail the main changes to an aspect in a period in history; identify and note connections, contrasts and trends over time in the everyday lives of people;
Significance	<p>Children can:</p> <ul style="list-style-type: none"> recount significant events in history; describe significant individuals from the past. 	<p>Children can:</p> <ul style="list-style-type: none"> describe how people and events in the past have influenced life today; 	<p>Children can:</p> <ul style="list-style-type: none"> identify historically significant people and events from a period of history and explain their significance and impact Explain the long term impact and consequences of historical events and people

Historical Interpretations	<p>Children can:</p> <ul style="list-style-type: none"> • start to compare two versions of a past event; • observe and use pictures, photographs and artefacts to find out about the past; • start to use stories or accounts to distinguish between fact and fiction; • explain that there are different types of evidence and sources that can be used to help represent the past. 	<p>Children can:</p> <ul style="list-style-type: none"> • look at more than two versions of the same event or story in history and identify differences; • investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. 	<p>Children can:</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past; • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; • consider different ways of checking the accuracy of interpretations of the past; • start to understand the difference between primary and secondary evidence and the impact of this on reliability; • show an awareness of the concept of propaganda; • know that people in the past represent events or ideas in a way that may be to persuade others; • begin to evaluate the usefulness of different sources.
Historical Investigations	<p>Children can:</p> <ul style="list-style-type: none"> • observe or handle evidence to ask simple questions about the past; • observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; • choose and select evidence and say how it can be used to find out about the past. 	<p>Children can:</p> <ul style="list-style-type: none"> • use a range of primary and secondary sources to find out about the past; • construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; • gather more detail from sources such as maps to build up a clearer picture of the past; • regularly address and sometimes devise own questions to find answers about the past; • begin to undertake their own research. 	<p>Children can:</p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past; • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • select relevant sections of information to address historically valid questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing historically valid questions to answer.
Presenting, Organising and Communicating	<p>Children can:</p> <ul style="list-style-type: none"> • show an understanding of historical terms, such as monarch, parliament, government, war, remembrance; • talk, write and draw about things from the past; • use historical vocabulary to retell simple stories about the past; • use drama/role play to communicate their knowledge about the past. 	<p>Children can:</p> <ul style="list-style-type: none"> • use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms; • present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides; • start to present ideas based on their own research about a studied period. 	<p>Children can:</p> <ul style="list-style-type: none"> • know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; • plan and present a self-directed project or research about the studied period.