

History - Curriculum Subject Statement			
Core Values	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Friendship, Love, Trust, Honesty	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.	Children grow an awareness of the past and significant individuals that have contributed to national and international achievements. They begin to develop a curiosity about history.	Pupils continue to secure and extend their chronological knowledge and understanding of British, local and world history through a developed understanding and enjoyment of the past.

Purpose of Study

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.

National Curriculum Subject Aims

- ✓ 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 has 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 the 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 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 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 has 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.

EYFS/National Curriculum Subject Content

EYFS – Early Learning Goals	Key Stage 1	Key Stage 2
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.	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. • 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 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. • 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.

History Subject Overview Grid							
Year Group/Class	EYFS	Year 1/2 Cycle A	Year 1/2 Cycle B	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
Autumn 1	Understanding the world - Guy Fawkes (Nursery & Reception)	History within their lifetime/living memory – how they have changed/grown Black History	Space Explorers Black History	Ancient Greeks		Ancient Egyptians	
Autumn 2	Lives of significant people in our families (Reception) Understanding the world - Remembrance Day and Christmas (Nursery & Reception)		Space Explorers Gunpowder Plot Remembrance Day		Stone Age Britain		Mayan Civilization (Non-European Study)
Spring 1	Beatrix Potter stories and local history (Reception)	Animals and Protecting our World – David Attenborough		Riotous Royalty	Romans	Bronze Age Britain to Iron Age Britain	Mayan Civilization (Research project)
Spring 2	Lives of significant people in our families (Nursery)	Explorers – Alfred Wainwright 1907-1991			Anglo-Saxon Britain		
Summer 1	Life in the past and now (Reception)		Jetty Museum Visit – Local History	WWII (local history study – Evacuation)		Viking Invasion of Anglo-Saxon Britain	Crime and Punishment
Summer 2		Great Fire of London					

Curriculum Progression Grid for History

Key Stage	EYFS	Key Stage 1			Lower Key Stage 2			Upper Key Stage 2		
Year Group	Reception Nursery	Year 1/2			Year 3/4			Year 5/6		
Progress Steps		A	B	C	1	2	3	4	5	6
Chronology	I can tell a story about my past.	I can put 3 events and objects in the correct order they happened / were made.	I can put 5 events and objects in the correct order they happened / were made.	I can understand that the past is divided into different time periods.	I can explain a sequence of events or related objects.	I can sequence events, objects or pieces of information on a timeline.	I can justify my sequence of events, objects, themes and people on a timeline.	I can expand my timeline to include a wider variety of events, objects, themes and people on a timeline.	I can include previous periods I have studied as well as new information about a topic on a timeline.	I can use a timeline to sequence local, national and international events as well as historical periods.
		I can tell the past is different from today.	I can tell that there were differences between different times in the past.	I can use a number of time terms, for example: now; then; days; week; month; year.	I can use a wider range of terminology to describe the past. I can also use century; decade; BC/BCE and AD/CE.	I am more confident in expressing periods of time using accurate terminology.	I can use the correct name for specific periods in history, for example: Stone Age, Dark Ages, 20 th Century.	I can include specific dates to support specific periods in history.	I use dates and historical terminology accurately to reference specific periods in history.	I have a secure knowledge of historical periods to use as reference points for wider study.
Continuity and Change						I can identify some changes in the historical period I am studying.	I can describe some changes in the historical period I am studying.	I can describe changes within and between periods and societies I	I can describe and make some links between events, situations, and changes	I can explain the links between events, situations, and changes within and between

								have learned about.	within and between different periods and societies.	different periods and societies.
Diversity (Similarities and Differences)	I know some similarities and differences between things in the past and now.					I can identify some similarities and some differences between the ways of life different people living at the time I am learning about.	I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying.	I can confidently describe similarities and differences between some people, events and beliefs in the period of history I am studying.	I can explain similarities and differences in society, culture and religion in Britain at local and national levels.	I can explain and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.
Cause and Consequence		I can give one cause of an event.	I can give more than one cause of an event.	I can describe causes of an event.	I understand the difference between cause and consequence when provided with an example.	I can make some comments about why people did things, why events happened and what happened as a result.	I can identify some reasons for and results of people's actions and events.	I can suggest reasons for, and results of people's actions and events.	I can confidently give reasons for, and results of historical events, situations and changes.	I can explain my suggestions when giving reasons for and results of historical events, situations and changes.
Significance					I can identify if a person or an event was historically important in a period of history I am learning about.	I can identify which people/events were historically important in a period of history I am learning about.	I can suggest which people/events were historically important and give reasons why.	I can begin to compare people and events that were historically important.	I can describe which people, and causes and consequences of change are more important.	I can explain which causes and consequences are the most significant.

Historical Evidence	I can draw on experiences and what has been read in class.	I can find answers to simple comprehension questions in a source.	I can answer questions about the past by exploring multiple historical sources.	I can use some sources to construct my own answer to a historical enquiry.	I can use a range of sources confidently to construct my own answer to a historical enquiry.	I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences.	I can comment on the usefulness and accuracy of different sources of evidence.	I can explain why a source is more accurate or useful than another using quotations from the source.	I can explain the impact of provenance* on a source's accuracy or usefulness. <i>*a range of information (such as the author, audience, and purpose of a source, where and when it was created)</i>	I can take account of the provenance of a source to evaluate its accuracy and/or usefulness.
				I can talk about some of the different ways that the past is recorded/represented (I can name some types of things which tell us about the past).	I can identify primary and secondary sources of evidence.	I can say which sources (from a selection) are likely to be the most useful for a task.	I can compare sources of evidence to help me identify reliable information.	I can explain my evaluation of particular pieces of information and particular sources.		
Historical Interpretations							I can identify where versions of the past differ.	I can explain why versions of the past differ.	I can evaluate different versions of the past.	I can evaluate different versions of the past and construct my own explanation of people, events and developments.

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