

## Subject Area: HISTORY

Year	Objectives
EYFS	<p>Early Learning Goal:13 – Understanding The World - People and Communities</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
KS1	
National Curriculum	<p><b>Subject content -Key stage 1</b></p> <p>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.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• • events beyond living memory that are significant nationally or globally</li> <li>• • 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</li> <li>• • significant historical events, people and places in their own locality.</li> </ul>
Year 1 Objectives	<p><b>Chronological Understanding</b></p> <p>put up to three objects in chronological order (recent history)</p> <p>use words and phrases like: old, new and a long time ago</p> <p>know that some objects belonged to the past</p> <p><b>Knowledge and Interpretation</b></p> <p>recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago</p> <p>begin to identify the main differences between old and new objects</p> <p>identify objects from the past, such as a vinyl record</p> <p>recount some facts from historical events</p> <p><b>Historical Enquiry</b></p> <p>ask and answer questions about old and new objects</p> <p>spot old and new things in a picture</p> <p>answer questions using an artefact/photograph provided</p> <p>give a plausible explanation about what an object was used for in the past</p>
Year 2 Objectives	<b>Chronological Understanding</b>

	<p>use phrases and words like: before, after, past, present, then and now in their historical learning sequence a set of events in chronological order</p> <p><b>Knowledge and Interpretation</b> explain how the local area was different in the past recount some interesting facts from a historical event, such as where the fire of London started give examples of things that are different in their life from that of grandparents when they were young name some famous people and famous events appreciate that some famous people have helped our lives be better today</p> <p><b>Historical Enquiry</b> find out about something in the past by talking to an older person answer questions by using a specific source, such as an information book research the life of a famous Briton from the past using different resources research about a famous event that happened in Britain research the life of someone who used to live in the local area using the internet and other sources</p>
<b>KS2</b>	
<b>National Curriculum</b>	<p><b>Subject content -Key stage 2</b></p> <p>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.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>••changes in Britain from the Stone Age to the Iron Age</li> <li>••the Roman Empire and its impact on Britain</li> <li>••Britain’s settlement by Anglo-Saxons and Scots</li> <li>••the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>••a local history study</li> <li>••a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>••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</li> <li>••Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>••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.</li> </ul>

<p><b>Year 3 Objectives</b></p>	<p><b>Chronological understanding</b>  describe events and periods using the words: BC, AD and decade  describe events from the past using dates when things happened  describe events and periods using the words: ancient and century  use a timeline within a specific time in history to set out the order things may have happened  use mathematical knowledge to work out how long ago events would have happened</p> <p><b>Knowledge and Interpretation</b>  appreciate that the early Britons would not have communicated as we do or have eaten as we do  begin to picture what life would have been like for the early settlers  recognise that Britain has been invaded by several different groups over time  suggest why certain events happened as they did in history  suggest why certain people acted as they did in history</p> <p><b>Historical Enquiry</b>  recognise the part that archaeologists have had in helping us understand more about what happened in the past  use various sources of evidence to answer questions  use various sources to piece together information about a period in history  research a specific event from the past  use 'information finding' skills in writing to help write about historical information through research, identify similarities and differences between given periods in history</p>
<p><b>Year 4 Objectives</b></p>	<p><b>Chronological understanding</b>  plot recent history on a timeline using centuries  place periods of history on a timeline showing periods of time  use mathematical skills to round up time differences into centuries and decades</p> <p><b>Knowledge and understanding</b>  explain how events from the past have helped shape our lives  appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences  know that people who lived In the past cooked and travelled differently and used different weapons from ours  recognise that the lives of wealthy people were very different from those of poor people  appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p> <p><b>Historical Enquiry</b>  research two versions of an event and say how they differ  research what it was like for a child in a given period from the past and use photographs and illustrations to present findings  give more than one reason to support a historical argument  communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out</p>
<p><b>Year 5</b></p>	<p><b>Chronological Understanding</b></p>

<p><b>Objectives</b></p>	<p>Use dates and historical language in their work          Draw a timeline with different time periods outlined which show different information, such as: periods of history, when famous people lived etc.          use mathematical skills to work out exact time scales and differences as need be</p> <p><b>Knowledge and Interpretation</b>          describe historical events from the different period/s studied          make comparisons between historical periods; explaining things that have changed and things which have stayed the same          explain the role that Britain has had in spreading Christian values across the world          begin to appreciate that how we make decisions has been through a Parliament for some time          appreciate that significant events in history have helped shape the country we have today          have a good understanding as to how crime and punishment have changed over the years</p> <p><b>Historical enquiry</b>          test out a hypothesis in order to answer a question          appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>
<p><b>Year 6 Objectives</b></p>	<p><b>Chronological Understanding</b>          say where a period of history fits on a timeline          place a specific event on a timeline by decade          place features of historical events and people from past societies and periods in a chronological framework</p> <p><b>Knowledge and Interpretation</b>          summarise the main events from a specific period in history, explaining the order in which key events happened          summarise how Britain has had a major influence on world history          summarise what Britain may have learnt from other countries and civilisations through time gone by and more recently          describe features of historical events and people from past societies and periods studied          recognise and describe differences and similarities / changes and continuity between different periods of history</p> <p><b>Historical Enquiry</b>          look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint          identify and explain my own understanding of propaganda          describe a key event from Britain's past using a range of evidence from different sources</p>