

History Learning Journey



Curriculum Design:

Cumulative:

At William Davis our history curriculum is organised to ensure a progression in developing both knowledge and skills. This journey begins in the EYFS, where knowledge, opportunities and experiences have been carefully designed to ensure firm foundations are in place before the children move into KS1. Each year children have the opportunity to revisit and build upon their prior learning, working towards cumulative end goals for each year group.

Coherence:

Our history curriculum is centred around our 'Big Ideas'- our chosen key concepts for history: community, democracy, invasion, power, knowledge and civilisation. The concepts are built upon throughout the learning modules, deepening children's understanding of each concept as they continue on their learning journey.

Connections:

Where appropriate our history studies are linked to learning in other subjects, so that connections can be made and understanding deepened. This might be links with texts studied in the reading curriculum, opportunities to use their historical knowledge within the writing curriculum, or links to other subjects such as geography. For example in Year 1 pupils make links with their geography learning when studying changes in the local area. Year 4 pupils make links between their learning about rivers in geography and their history study of Ancient Egypt and the River Nile. Year 5 write balanced arguments in English, drawing on their knowledge of Athens and Sparta. Connections can be within and across year groups.

Context:

We have made deliberate choices within our history curriculum linked to our locality and our school community. In Year 2 and Year 6 local history studies are designed to explore significant events and people in our local area. (The Blitz and Thomas Barnardo). As part of our 'Windows and Mirrors' initiative we have chosen to study the Kingdom of Benin in Y5, to ensure our curriculum includes an African history component that challenges potential perceptions of Africa and provides a meaningful context for the Y6 Windrush study.

History National Curriculum Coverage

Key Stage 1 Curriculum coverage	
Changes within living memory (To reveal aspects of change in national life)	What changes have happened in my local community?(Y1)
Significant events beyond living memory	How do we know about the Great Fire of London? (Y2)
The lives of significant individuals in the past who have contributed to national and international achievements	Can we compare the lives of Mary Anning + David Attenborough? (Y1) Can we compare the lives of Neil Armstrong and Mae Jemison? (Y1) What things happened in Bethnal Green’s past? (Thomas Barnado) (Y2)
Significant historical events, people and places in their own locality.	How do we know about the Great Fire of London? (Y2) What things happened in Bethnal Green’s past? (Y2)

Key Stage 2 Curriculum coverage	
Changes in Britain from Stone Age to Iron Age	How did life in Britain change from the Stone Age to the Iron Age? (Y3)
The Roman Empire and its impact on Britain	What was the impact of the Roman Empire on Britain? (Y3)
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	The Anglo-Saxons and Vikings- what happened and when? (Y4)
A local history study	How did conflict change our locality in WW2? (Y6)
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	How did the Windrush Migration change Britain for the better?(Y6)
The achievements of the earliest civilizations: An overview and a depth study of one	Who were the earliest civilisations and what did they achieve? Focus on Ancient Egypt(Y4)
Ancient Greece- a study of Greek life and achievements ad their influence on the western world	Who were the Ancient Greeks and what is their legacy? (Y5)
A non- European society that provides contrasts with British history.	Can we compare the Kingdom of Benin and Anglo-Saxon Britain in c AD 900? (Y5)



Progression of Big Ideas

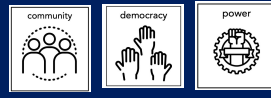
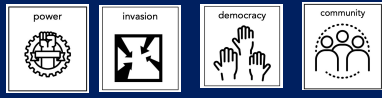
Community	Knowledge		Invasion	Civilisation	Power		Democracy
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<p>Understanding the world</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and 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.</p>	<p>Changes within living memory</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE</p> <p>Nationality, Rights, Society</p>	<p>Events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>Stone Age Bronze Age Iron Age</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy, Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Ancient Greece</p> <p>↓</p> <p>POWER DEMOCRACY KNOWLEDGE CIVILISATION</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>How did conflict change our local area in WW2</p> <p>↓</p> <p>Local history study</p> <p>POWER INVASION DEMOCRACY COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War, Alley</p>	
<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p>Lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Significant historical events, people and places in our locality</p> <p>↓</p> <p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>Rome and its impact on Britain</p> <p>↓</p> <p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>↓</p> <p>INVASION POWER COMMUNITY</p> <p>Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Compare non-European society with Anglo-Saxons (Maya or Benin)</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Windrush Generation</p> <p>↓</p> <p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>	
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>More lives of significant people</p> <p>↓</p> <p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>Revisit events beyond living memory</p> <p>↓</p> <p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>		<p>Achievements of an ancient civilisation Egypt</p> <p>↓</p> <p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>			

History Learning Journey



How did conflict change our locality in WW2?

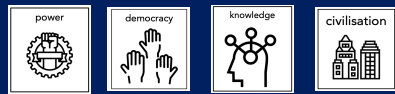
How did the Windrush Migration change Britain for the better?



Y6

Who were the Ancient Greeks and what is their legacy?

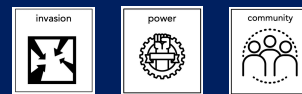
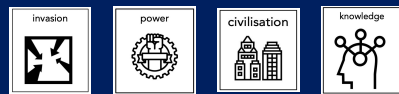
Can we compare the Kingdom of Benin and Anglo-Saxon Britain in c AD 900?



Y5

Who were the earliest civilisations and what did they achieve? Focus on Ancient Egypt

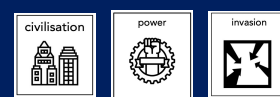
The Anglo-Saxons and Vikings- what happened and when?



Y4

How did life in Britain change from the Stone Age to the Iron Age?

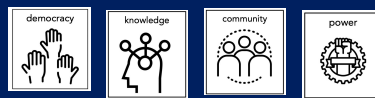
What was the impact of the Roman Empire on Britain?



Y3

Significant events, people and places in our locality: What things happened in Bethnal Green's past?

Events beyond living memory: How do we know about the Great Fire of London?

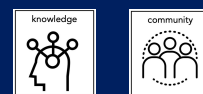
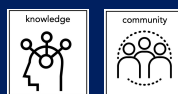


Y2

Changes within living memory: What changes have happened in my local community?

Lives of significant people: Can we compare the lives of Mary Anning + David Attenborough?

More lives of significant people: Can we compare the lives of Neil Armstrong + Mae Jemison?



Y1

Past and Present: Understand the past through settings, characters and events encountered in books and storytelling.

Past and Present: Know some similarities and differences between things in the past and now,

Past and Present: Talk about the lives of the people around them and their roles in society.



EYFS



welcome

Cumulative End Goals

Year 1

Community	Knowledge	Power	Democracy
<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none">• knowing how shops and the high street have changed over time• knowing and explaining the lives of significant people and how they lived• knowing and explaining how their local area changed	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how knowledge and technology has changed our community and local area through a study of shops• understanding that knowledge shaped the way significant people thought and influenced what we know and do today <p> </p> <p>Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr., Tim Peake</p>	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how, over time, technology had the power to change the way people lived their lives through shopping• knowing and explaining how significant people had the power and determination to change the way people thought and behaved. For example, Mae Jemison experienced racism, but became the first African America woman to become an astronaut• knowing and explaining how significant people, such as David Attenborough, have the power and determination to help us understand more about the incredible world we live in and how to care for it better	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining that in the past, people in power were not always chosen by the people• knowing and explaining that in the past, some women didn't always have the same rights or status as men – Mary Anning• knowing and explaining that sometimes people are not treated fairly

Year 2

Community	Knowledge	Power	Democracy
<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining the lives of significant people and how they lived, such as Samuel Pepys, Christopher Wren, Simon of Sudbury• knowing and explaining how their local area was shaped by events and people• knowing and explaining what life was like in the community of London over 300 years ago• knowing and explaining how the community and place they live has been shaped by significant past events and people	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none">• knowing how events, such as the Great Fire of London, influenced the future of what people did and how places were built• understanding how the local area was shaped or changed by new knowledge and inventions, such as the wool trade or railways	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none">• knowing how significant people used what they knew to change the way we understand science or history. For example, Samuel Pepys helped us know more about the Great Fire of London through his diary• knowing that people with power don't always make the right decisions, such as the Lord Mayor of London, Thomas Bludworth, fled the city instead of helping fight the fire	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how certain people in the past had power to make decisions, such as kings, queens and mayors, for example• knowing that in the past, people in power were not always chosen by the people• knowing that the way people ruled has changed over time• explaining that democracy is a fair way of deciding who should be in charge

Year 3

Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how communities change through studying the Stone Age – Iron Age• knowing and explaining how technology and knowledge changed the way prehistoric people lived• knowing how beliefs shaped the community, such as Stone, Bronze and Iron Ages as well as the Romans• knowing and explaining that communities can be made up from different people from a wide range of places through migration, such as a large number of Neolithic people in Britain were related to ancestors found in modern day Turkey• knowing and explaining that buildings and places create communities, such as the Roman Forum, plaza or temple• knowing and explaining the importance of burials within a community	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived through tools, farming and weapons• knowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Rome• knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Beaker people migrated from Northern Europe to Britain• knowing and explaining how knowledge of metalwork also inspired creative knowledge through jewellery and personal items• knowing and explaining how the knowledge of rules and laws helped shape and control communities and civilisations	<p>Pupils develop an understanding of the concept of INVASION through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the Roman invasions of Britain• knowing and explaining what caused leaders to invade other places, such as wanting to get better resources• knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation• knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	<p>Pupils develop an understanding of the concept of CIVILISATION through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as Roman rule in Britain• knowing and understanding how the decisions and actions of leaders can create both powerful or unstable and poor civilisations, such as in Rome• knowing and explaining the causes and effects that led to civilisations rising and falling, such as in Rome	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as aqueducts built by the Romans• Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence• knowing and explaining the reasons why people exerted force and power over others, such as Roman invasions of Britain	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how leaders ruled communities, kingdoms and civilisations• knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations• knowing and explaining about hierarchies within communities, kingdoms and civilisations

Year 4

Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement• knowing and explaining that buildings and places create communities, such as the temples, pyramids and cities• knowing and explaining the importance of burials within a community	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons• knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations, such as the Shang Dynasty or Egypt• knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain• knowing and explaining how knowledge of metalwork also inspired jewellery and personal items• knowing and explaining how the knowledge of warfare helped the Anglo-Saxons repel the Picts and Scots to northern Britain• knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful	<p>Pupils develop an understanding of the concept of INVASION through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain• knowing and explaining what caused leaders to invade other places, such as wanting to control resources, for example, iron ore or tin• knowing and explaining that invasion required resources and knowledge, such as weapons, ships, armies, and navigation• knowing and explaining that invasion can be between countries across the world as well as invading another village or tribe	<p>Pupils develop an understanding of the concept of CIVILISATION through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as ancient Egyptians or Shang Dynasty• knowing and understanding how the decisions and actions of leaders, along with environmental conditions can create both powerful or unstable and poor civilisations, such the three declines during the ancient Egyptian civilisation• knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile• Knowing and understanding why inventions, such as metalwork, writing or irrigation gave leaders the power to control and influence• knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none">• knowing and explaining how leaders ruled communities, kingdoms and civilisations• knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations• knowing and explaining about hierarchies within communities, kingdoms and civilisations

Year 5

Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlementknowing and explaining that beliefs, buildings and places create communities,knowing and explaining the importance of beliefs, rituals and burials within a community,	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how the knowledge of stone, bronze and iron technology changed the way people lived using tools, farming and weapons – Ancient Greece, Maya, Beninknowing and explaining how knowledge of technology, maths and building helped shaped civilisations, such as Benin or Ancient Greeceknowing and explaining how the knowledge of rules and laws helped shape and control communities, kingdoms and civilisations – Ancient Greece, Benin	<p>Pupils develop an understanding of the concept of INVASION through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the expansion of the Greek Empireknowing and explaining what caused leaders to invade other places, including to defeat and control enemies, such as the Ancient Greek conflicts with the Persiansknowing and explaining that invasion required resources and knowledge, such as weapons, technology, armies and strategy, such as Battle of Marathon or Salamis	<p>Pupils develop an understanding of the concept of CIVILISATION through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things, such as the Ancient Greek Empireknowing and understanding how the decisions and actions of leaders can create both powerful or poor civilisations or kingdoms, such as Maya or Beninknowing and explaining the causes and effects that led to civilisations, kingdoms rising and falling, such as the Maya or Ancient Greece	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how power is connected to knowledge, belief, technology and trade - it was used to make city-states or civilisations stable and better places to live, such as writing and number systems invented by the Mayaknowing and explaining that the power to build great buildings, such as the Parthenon in Athens or Maya pyramids, brought people together through a shared beliefKnowing and understanding why inventions, such as metalwork, writing, astronomy or irrigation gave leaders the power to control and influence	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how leaders ruled civilisations through early democracy in Athensknowing how laws and rules shaped and influenced how leaders, kings and queens controlled city-states, kingdoms or civilisations, such as the Spartaknowing and explaining how leaders, kings and queens ruled using beliefs, knowledge and power to control people,knowing and explaining about hierarchies within communities, kingdoms and civilisations







Year 6








Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>Pupils develop an understanding of the concept of COMMUNITY through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how communities and localities change through studying the ‘friendly invasion’ when USAF bases were built across Britain and the Windrush generationknowing how religion, culture and beliefs shaped the community, such as in London when the Windrush pioneers arrivedknowing and explaining how communities experienced segregation, racism and unfair treatment through studying the Windrush / WW2knowing and explaining that communities can be made up from different people from a wide range of places through refugees needing protection, migration and immigration	<p>Pupils develop an understanding of the concept of KNOWLEDGE through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Windrush people migrated from the Caribbean to Britainknowing and explaining how the knowledge of rules and laws helped shape and control communities, for example rationing in the Second World War / Battle of Britainknowing and explaining how knowledge and skills were in demand from Windrush settlers in post war Britain	<p>Pupils develop an understanding of the concept of INVASION through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the invasion of Poland by Hitler’s Nazi Germany	<p>Pupils develop an understanding of the concept of CIVILISATION through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how leaders and beliefs shaped how people lived their lives with shared or multiple beliefs, language, laws and ways of doing things,knowing and explaining the causes and effects that led to civilisations, kingdoms or dictatorships rising and falling, such as the rise and fall of Nazi Germany	<p>Pupils develop an understanding of the concept of POWER through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining how power is connected to knowledge, technology and trade – it can be used positively or negativelyknowing and explaining how the power to build and change communities positively, such as the Notting Hill carnival, happenedknowing and explaining that the power to change things doesn’t guarantee success – Hitler’s decision to start the Second World Warknowing and explaining the reasons why people exerted force and power over others,	<p>Pupils develop an understanding of the concept of DEMOCRACY through:</p> <p> </p> <ul style="list-style-type: none">knowing and explaining about hierarchies within communities and kingdomsknowing and explaining how the Windrush generation fought for their democratic rights to live in the UK








Thinking like a historian...

Pupils make more sense and deeper understanding of the substantive concepts and knowledge by using what they know through disciplinary knowledge.

Teachers plan to model and teach how to think like a historian, developing the following 6 areas of disciplinary knowledge over time:

 Chronology	 Cause & consequence	 Change & continuity	 Similarity & difference	 Evidence	 Significance
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<div> Thinking like a historian</div>						
	 Chronology	 Cause & consequence	 Change & continuity	 Similarity & difference	 Evidence	 Significance
EYFS	<ul style="list-style-type: none">To place events in order.To place numbers in orderTo use words that indicate past.To identify how they have changed.To identify things that are from the past/old.Start to use words and phrases related to time. <p>What came before/after? How have you changed?</p>	<ul style="list-style-type: none">Question why things happen and give explanations.Begin to identify what made something happen. <p>What happened? Why?</p>	Can talk about: <ul style="list-style-type: none">Changes that have happened to themselves. <p>What has stayed the same? What is different?</p>	<ul style="list-style-type: none">Know about similarities and differences between themselves and others, and among families, communities and traditions. <p>What is the same? What is different?</p>	<ul style="list-style-type: none">Know that information can be retrieved from books and computers.Begin to explore whether stories are real/ made-up through events in their own lives and books. <p>Where can I find the answer to my question?</p> <p>Is the story real/ true or made up?</p>	<ul style="list-style-type: none">Recognise and describe special times or events for family or friends. <p>Can you tell me why it is special?</p>
Years 1 + 2	<ul style="list-style-type: none">Use words and phrases related to the past.Recognise that some objects belong in the past.Begin to understand where people and events fit on a timeline.Recount changes within living memory.Understand where people and events fit within a chronological timeline.Sequence photographs and objects on a timeline.When did it happen?How do we know?How can we tell an object is from the past?	<ul style="list-style-type: none">Begin to recognise that significant events happened because of a cause.Begin to understand that aspects of life changed following an event. <p>Why did people do things? Why did an event happen? What happened as a result?</p>	Can begin to identify: <ul style="list-style-type: none">old and new things in a picture.what was different and what was the same when their parents and grandparents were children. <p>What has stayed the same? Why? What has changed? Is it still like that today?</p>	Start to understand life was different for different people in the past: <ul style="list-style-type: none">rich and poormale and female <p>Start to understand that this may have been different in different places at the same time.</p> <p>Was this the same for everyone? How would life of a ##### person have been different? Who would this have been different for?</p>	<ul style="list-style-type: none">Begin to identify different ways we can find out about the past (e.g., photos, stories, adults talking about the past, artefacts/objects)Describe similarities and differences between artefacts.Look at pictures and photos to identify things from the past.Know the difference between fact and fiction. <p>How can we find out about...? Is this fact or fiction?</p>	<ul style="list-style-type: none">Talk about who was important e.g. in a simple historical account.Talk about why they (who or what) were important and what changed/happened. <p>Who was an important person? What did this person do? What important thing happened? What changed after this?</p>

<div> Thinking like a historian</div>						
	 Chronology	 Cause & consequence	 Change & continuity	 Similarity & difference	 Evidence	 Significance
Years 3 +4	<ul style="list-style-type: none">Develop an increasingly secure chronological knowledge of local, British and world history, using dates.Use words and phrases related to a specific period.Understand more complex terms e.g., BC/AD. BCE/CEPut events, places and people on a timeline (matching dates).Use mathematical knowledge to work out how long ago events took place.Identify some main events from a period of history and order them. <p>How would you describe a period? What do we know about this time? What does AC/BC mean?</p>	<ul style="list-style-type: none">Identify reasons for and results of people's actions understand why people may have had to do something.Look for links and effects in time studied offer a reasonable explanation for some events.Address and devise historical questions about cause.Comment on the importance of cause and effects for some key events. <p>Why did it happen? What was the result? Who was affected? What was the impact of the event on others?</p>	Can identify between and within periods: <ul style="list-style-type: none">Things that stayed the sameThings that changed <p>Make links between events over time.</p> <p>Begin to note the similarities and differences:<ul style="list-style-type: none">within current period of history being studied.when current period of history being studied is compared to previous periods studied.</p> <p>What has stayed the same/changed (comparing past periods)? Why? What other period of history is that the same as/different to?</p>	Identify (by including some examples) how life was different for different people in the past: <ul style="list-style-type: none">rich and poormale and femaledifferent cultures and racesdifferent religions <p>Identify similarities and differences between periods studied.</p> <p>Can you give an example of how life was different for someone who was there?</p> <p>Was this the same everywhere? Where was it different? How was it different?</p>	<ul style="list-style-type: none">Identify different sources that have given them information about the period they are studying.Identify if a piece of evidence is first-hand or someone's view.Identify details in pictures and artefacts.Use evidence from a source to answer a question or support and answer. <p>What does this source tell you? Can you trust this source?</p>	<ul style="list-style-type: none">Identify historically significant people and events from a period of history and what they did/happened.Begin to identify why what they did (or what happened) was important and how it changed things for people. <p>Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?</p>
Years 5 + 6	<ul style="list-style-type: none">Develop an increasingly secure chronological knowledge of local, British and world history, using dates.Order a greater number of significant events, movements and dates on a timeline.Describe the main changes in a period in history and place them in the correct order.Summarise the main events from a period of history, explaining the order of events and what happened. <p>How long ago did this event take place? How was life different/same? What was the sequence of key events during this period?</p>	<ul style="list-style-type: none">Examine causes and results of great events and the impact on people.Explain historically significant events in terms of cause and effect using evidence to support and illustrate their explanation.Short and long term causes of events are identified and explained. <p>Why was it important? How do key events link? What influenced these events?</p>	Can identify and explain within and between periods of history: <ul style="list-style-type: none">Key changes.Similarities.Why certain changes were important.Subtle differences between similarities.How changes may have been different in different places during the same period of history. <p>Which changes were most significant? Why? Did it change like this everywhere or for everyone?</p>	<ul style="list-style-type: none">Explain (by including some examples) how life was different for different people in the past:Explain similarities and differences between periods studied.Attempt to explain reasons for these differences or explain the reasons other give. <p>Which groups was this different for? Why was there this difference? Why do people believe there was this difference? Was this the same everywhere?</p>	<ul style="list-style-type: none">Begin to identify primary and secondary sources. Identify different evidence that supports a point they are making.Select relevant sections of historical information to answer a question/enquiry. <p>What is the evidence to support this? How reliable is this source? Why do you think that? What is the viewpoint of this person? How do you know?</p>	<ul style="list-style-type: none">Identify historically significant people and events from a period of history. Explain why they were significant.Describe and explain why what they did (or what happened) was important and how it changed things for people. <p>Why was this person important? Explain what this person did that was important? What impact did this person have on events or people? What impact did this event (or period of history) have on events or people? How did life change following this?</p>

Early Foundations in History

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Chronology	<ul style="list-style-type: none">Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee.Begin to anticipate times of the day such as mealtimes or home time.Begin to know the days of the week (e.g. through song) and the word today.Begin to understand some talk about the immediate past and future.	<ul style="list-style-type: none">Re-tell simple past events related to their own lives in the correct order.Begin to describe a sequence of events, real or fictional, using words such as first ... thenBegin to develop chronological understanding, e.g. ordering photos of themselves.Can predict routines linked to established timetabling, e.g. next we willKnow the days of the week, e.g. through song.Begin to know the months of the year.	<ul style="list-style-type: none">Know the difference between long ago and now.Order modern and old objects or events using everyday language related to time.Know ‘my life’ is different from the lives of people in the past.Know the days of the week, months of the year and about New Year.Begin to experience measuring time with timers and calendars.Know that a clock / watch tells us what time it is / when to do things.
Essential vocabulary	day, night, morning, afternoon, today, days of the week	before, after, next, now, yesterday, tomorrow	time, week, month, year, later, long ago

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Changes within living memory (link to UTW Science and UTW Geography – Seasonal Change)	<ul style="list-style-type: none">Show interest in photographs of themselves and other familiar people and objects.Begin to match adult and baby animals.Observe changes in the weather and in their environment.	<ul style="list-style-type: none">Order photos of themselves and talk about how they have changed (link to their birthday).Develop an understanding of growth, decay and change over time.Make observations of animals and plants and explain why some things occur and discuss changes.Observe and talk about changes in the seasons and weather.	<ul style="list-style-type: none">Compare life for their family now compared to life for their family in the past, e.g. their lives full of technology compared to their grandparents’ lives with little technology.Explore the ways in which life has changed over the time of our parents, grandparents and great-grandparents.Develop an understanding of how houses, clothes, transport and toys have changed over time.Know about life cycles, e.g. butterfly and frog, and recognise that humans (and animals) change over time, e.g. from foetus to baby, to toddler, to child, to teenager, to adult, to elderly.Relate the changing seasons to the passing of time.
Essential vocabulary	old, new, young, weather, day, night	order, change(d), grow(th), season, die (plants)	past, present, life cycle, adult, toddler

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Their families (link to Geography and RS)	<ul style="list-style-type: none">Have a sense of own immediate family and relations and pets.In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.Notice differences between people.	<ul style="list-style-type: none">Begin to make sense of their own life-story and family’s history.Enjoy joining in with family customs and routines.Recognise and describe special times or events for family or friends.Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors.	<ul style="list-style-type: none">Talk about past and present events in their own life and in the lives of family members.Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.Linked to their family / people they know, understand that when you grow up you don’t go to school, you go to work and name some of the jobs they could do.
Essential vocabulary	family, same, different, pretend, sibling names, mum(my), dad(dy), brother, sister	grandparent (and other words, e.g. Nan / Nana / Grampy), parent, special, celebrate, birthday, party	relation, cousin, auntie, uncle, great-grandparent, job

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Significant people / events locally	<ul style="list-style-type: none">Enjoy playing with small world reconstructions, remembering and building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.Talk about people who are significant in their lives.Know about one famous explorer (linked to structured story time).	<ul style="list-style-type: none">Show interest in the lives of people who are familiar to them.Remember and talk about significant events in their own experience.Know about Queen Elizabeth II, e.g. linked to <i>The Queen’s Hat</i> structured story time text.Know that we now have a King.	<ul style="list-style-type: none">Comment on images of familiar situations in the past.Give one cause of an event, e.g. linked to pirates / dinosaurs.Name people who help others in the community and talk about their different roles.Know about one significant inventor and one significant explorer through stories.
Essential vocabulary	baby, people, simple place names, e.g. garage, shop, farm	jobs, King, Queen, celebration, a long time ago	jobs, work, inventor, explorer, character, cause

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Understanding the past through story	<ul style="list-style-type: none">Learn about changes in living memory through stories about babies and young children.	<ul style="list-style-type: none">Notice some differences between then and now when reading nursery rhymes and stories, e.g. <i>Five Currant Buns in a Baker’s Shop</i>.	<ul style="list-style-type: none">Talk about common themes in stories about historical figures, e.g. bravery, difficult choices, kindness.Compare and contrast characters from stories, including figures from the past.
Essential vocabulary	baby, big, little, change, same, different	difference, then, now, old, new	history, character, compare, brave, kind, choice

What will pupils know and be able to do?	2 – 3 years	3 – 4 years	4 – 5 years
Enquiry (including interpretation, comparison, similarities and differences)	<ul style="list-style-type: none">Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.Learn that they have similarities and differences that connect them to, and distinguish them from, others.	<ul style="list-style-type: none">Show an interest in the past when reading stories or looking at images.Notice similarities and differences.Look at or touch objects from the past and comment on their appearance.Begin to ask questions about artefacts, suggesting what they might be used for.	<ul style="list-style-type: none">Comment on images of familiar situations in the past.Begin to make some accurate comparisons between modern and old objects.Find answers to simple questions from writing or a picture.Look at books, videos, photographs, pictures and artefacts to find out about the past.
Essential vocabulary	same, different, place, live	what, how, explore, look, question	compare, younger, older, similarities, differences

Early Foundations in History

Area of Learning and Development: UNDERSTANDING OF THE WORLD:				NATIONAL CURRICULUM
EDUCATIONAL PROGRAMME	LANGUAGE children will encounter	OPPORTUNITIES + EXPERIENCES specific teaching	OPPORTUNITIES + EXPERIENCES continuous provision	Builds knowledge and understanding so pupils access Y1
	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.			HISTORY •Changes within living memory •Changes beyond living memory •Significant individuals •Significant historical events, festivals or celebrations
Early Learning Goals: Past and Present 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.	<i>Chronology:</i> day, night, morning, afternoon, today, days of the week,yesterday, tomorrow, week, month, year, time before, after, next, now, , later, long ago <i>Changes within living memory:</i> old, new, young, past, present, life cycle, adult, toddler, order, change(d), grow(th), season, die (plants) <i>Families:</i> grandparent (and other words, e.g. Nan / Nana / Grampy), parent, special, birthday, relation, cousin, auntie, uncle, great-grandparent, <i>Significant people:</i> jobs, King, Queen, celebration, a long time ago, inventor, explorer, character, cause <i>Understanding the past through story:</i> difference, then, now, old, new, history, character, compare, brave, kind, choice <i>Enquiry:</i> compare, younger, older, similarities, differences	Daily teaching of days of the week. Use of visual timetable daily. Specific teaching about seasonal change. Nursery rhymes as a stimulus for comparing old and new homes/ lifestyles/clothing. Visit to the Museum of the Home. Talking about generations within families - creating family trees. Learning about Kings and Queens. Visit to Tower of London Explore toys now and then (Book- Bear shaped) Visit to Childhood Museum Ask parents and grandparents about favourite toys. Exploring jobs in our community.	Curiosity tables- old artefacts to explore. Include old artefacts in the home corner- clothing/appliances etc. Small world- a range of old and new vehicles/ people/buildings. Images and books as stimulus for different areas of learning showing past and present to encourage conversations about differences and change. Fiction books about the past (these should be familiar to pupils) e.g. <i>The Queen’s Hat</i> Non-fiction books that have clear images of the past for discussion Non-fiction books about explorers / inventors that have been read to pupils Story images for ordering / sequencing.	

Assessment in History

Assessment in history is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have. Recording of assessment is multi-faceted. We support whole class feedback and marking principles. The following are used to assess pupils' knowledge and skills as well as their understanding and use of relevant vocabulary.

- *Whole class marking* and feedback.
- Formative outcomes from *cumulative quizzing*
- Summative outcomes from cumulative quizzing.
- *Structured explanative tasks* such as vocabulary connections.
- *Structured assessment tasks* such as 'Show what you know'.
- *Cumulative end goals* for each of the Big Ideas for history. These specify what pupils should know and be able to explain at the end of each year group.

At the end of each academic year, this all feeds into a final overall assessment judgement for history, which is reported to parents. This judgement reflects how secure the pupil's knowledge and understanding in the learning taught that year has been.

How do we measure the impact of our history curriculum?

We evaluate the impact of our history curriculum in the following ways:

- Pupil Book Study: Small groups of pupils from each class are asked to talk about what they remember about their learning in history. These sessions are led by the history Leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning.
- Lesson visits. The history leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- Book looks: The subject leader looks at samples of history books. Often this is done in conjunction with the Pupil Book Study.
- Supported planning and teaching: The history leader works alongside the class teacher to support the planning of history modules, providing quality assurance.
- This all feeds into a termly subject leader evaluation.

How do we adapt our history curriculum to include all learners?

It is our expectation that all pupils participate fully in history lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for history or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan.