

History

**INTENT**

End of EYFS	End of Key Stage 1	End of Key Stage 2
<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Talk about their families and their community.</li> <li>• Use photographs, artefacts, stories, role play and small world play.</li> </ul>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Explore changes within living memory</li> <li>• Investigate events beyond living memory that are significant nationally or globally</li> <li>• Study 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</li> <li>• Explore significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils will be given the opportunity to:</p> <ul style="list-style-type: none"> <li>• Learn about changes in Britain from the Stone Age to the Iron Age</li> <li>• Explore the Roman Empire and its impact on Britain</li> <li>• Investigate Britain's settlement by Anglo-Saxons and Scots</li> <li>• Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Undertake a local history study</li> <li>• Undertake a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• Explore the achievements of the earliest civilizations including Ancient Egypt Study Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>• Learn more about a non-European society that provides contrasts with British history, for example early Islamic civilization or the Mayan civilization.</li> </ul>

**IMPLEMENTATION**

End of EYFS	End of Key Stage 1	End of Key Stage 2
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Investigate and Interpret the Past

- Explain similarities and differences between their life and the past
- Identify ways in which the past is represented through artefacts, photographs and stories.

Investigate and Interpret the Past

- Ask and answer questions about the past
- Use stories, pictures, and online sources to find out about the past
- Compare elements of the past with the present
- Start to understand that there can be different versions of the same event from the past;  
Explain that there are different types of evidence and sources that can be used to help represent the past.

Investigate and Interpret the Past

- Make inferences about the past from primary and secondary sources
- Choose suitable sources and a wide range of evidence and explain reasons for their choice
- Find and analyse a wide range of evidence and explain their effectiveness in understanding the past
- Show an understanding of the importance of context in evaluating sources
- Analyse or question the reliability of sources
- Select relevant sections of information to address historically valid questions and construct detailed, informed responses

Build and overview of History

- Know that some things are from the past and were used before they were born
- Answer 'how' and 'why' questions
- Ask simple questions about artefacts
- Know that some people have done significant things in the pas.

Build and overview of History

- Explain why significant people are remembered
- Understand that there are reasons why people in the past acted as they did
- Describe changes that have happened in the locality of the school
- Compare the lives of significant figures from different periods.

Build and overview of History

- Give a broad overview of life in Britain during the areas studied noting connections, contrasts and trends over time in the everyday lives of people
- Compare and contrast the periods studied with other areas of interest around the world
- Describe the reasons for the social, ethnic, cultural or religious diversity using appropriate historical terms
- Explain how characteristics of the past have influenced our present society

Understand Chronology

- Develop an understanding of their own history
- Develop an understanding that things were different in the past and know things happened before they were born
- Fit people/events onto a chronological framework
- Use simple language that relates to the passing of time

Understand Chronology

- Place events and artefacts in order on a timeline
- Order dates from earliest to latest on simple timelines
- Describe memories and changes that have happened in their own lives
- Use words and phrases to show the passing of time e.g. earliest, latest, past, present, future, century, modern

Understand Chronology

- Order and increasing number of significant events, movements and dates on a timeline using dates accurately
- Describe changes in a period of history using dates and terms including: social, religious, political, cultural and technological
  - Compare periods of rapid change with those of little change
  - Understand the concept of continuity and change, representing with dates on timelines
  - Understand how some historical events/periods occurred concurrently in different locations

Communicate about History

- Talk about their own lives, all about themselves, their families and changes in these
- Talk about differences and change using photographs, artefacts, stories, role play and small world play.

Communicate about History

- Identify key events in a nation's history
- Talk, write and draw about things from the past
- Use historical vocabulary to retell simple stories about the past

Communicate about History

- Use appropriate terminology to evaluate the impact of historical change
- Present factual information, based on evidence sources, about the past using discussions, debates and written narratives
- Plan and present a self-directed project or research about a studied period

<p>Understand cause and consequence</p> <ul style="list-style-type: none"> <li>• Know that events of the past have impacted celebrations and events today</li> </ul>	<p>Understand cause and consequence</p> <ul style="list-style-type: none"> <li>• Understand that a cause makes something happen and that historical events have causes</li> <li>• Explain that historical events are caused by things that occurred before them</li> <li>• Understand that a consequence is something that happens as a result of something else</li> </ul>	<p>Understand cause and consequence</p> <ul style="list-style-type: none"> <li>• Examine the short and long-term causes of an event being studied</li> <li>• Understand that some causes may be more significant than others and that one event can have multiple consequences that impact different countries and civilisations</li> <li>• Begin to understand that historians may not agree on the main cause of an event</li> <li>• Address and devise historical questions about cause and consequence</li> </ul>
<b>IMPACT</b>		
Pupil Voice		
Subject Monitoring		