

History - Age Related Statutory Coverage

EYFS	Key Stage One Learning	Key Stage Two
<p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community • Name and describe people who are familiar to them • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past <p>ELG</p> <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 	<p>Knowledge/ Understand of British history</p> <ul style="list-style-type: none"> • Changes within living memory – family and local life, changes nationally <p>Knowledge/understanding of wider world history</p> <ul style="list-style-type: none"> • 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 some aspects of life in different periods- e.g. explorers, kings and queens <p>Local history</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. <p>The ability/ disposition to:</p> <ul style="list-style-type: none"> • Be aware of the past, using common words and phrases relating to time • Fit people/events into chronological framework • Identify similarities/ differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which the past is represented 	<p>Knowledge/ Understand of British history</p> <p>Combine overview and in-depth studies:</p> <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 study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <p>Knowledge/understanding of wider world history</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared. • 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 <p>Local history</p> <ul style="list-style-type: none"> • A local history study <p>The ability/ disposition to:</p> <ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this.

Italics = non-statutory

	EYFS	KS1	KS2
Chronological knowledge/ understanding (including characteristic features of periods)	<ul style="list-style-type: none"> • <i>Use everyday language related to time</i> • <i>Order and sequence familiar events.</i> • <i>Describe main story settings, events and principal characters</i> • <i>Talk about past and present events in their own lives and in lives of family members.</i> 	<ul style="list-style-type: none"> • Develop awareness of the past. • Use common words and phrases relating to the passing of time. • Know where all people/events studied fit into a chronological framework. • Identify similarities/ differences between periods. 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history. • Establish clear narratives within and across periods studied. • Note connections, contrasts and trends over time.
Historical terms	<ul style="list-style-type: none"> • <i>Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words.</i> 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms. 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms.
Historical enquiry – using evidence/communicating ideas	<ul style="list-style-type: none"> • Be curious about people and show interest in stories. • Answer ‘how’ and ‘why’ questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers • Record, using marks they can interpret and explain. 	<ul style="list-style-type: none"> • Ask and answer questions* • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts* below) 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions*. • Understand how knowledge of the past is constructed from a range of sources. • Construct informed responses by ... Selecting and organising relevant historical information.
Interpretations of history		<ul style="list-style-type: none"> • Identify different ways in which the past is represented. 	<ul style="list-style-type: none"> • <i>Understand that different versions of the past may exist, giving some reasons for this.</i>

*Questions relate to these key concepts that underpin all historical enquiry, developed through regular re-visiting in a range of contexts:			
<i>Continuity and change in and between periods</i>	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> Identify similarities/ differences between ways of life at different times. 	<ul style="list-style-type: none"> Describe/ make links between main events, situations and changes within and across different periods/societies.
<i>Cause and consequence</i>	<ul style="list-style-type: none"> Question why things happen and give explanations. 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result. 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes.
<i>Similarity/ difference within a period/situation (diversity)</i>	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society. 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain and the wider world.
<i>Significance of events/people</i>	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends. 	<ul style="list-style-type: none"> Talk about who was important e.g. in a simple historical account. 	<ul style="list-style-type: none"> Identify historically significant people and events in situations.

The National Curriculum for history (2014) aims to ensure that all pupils:

- 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 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 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 as **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 written 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 have 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.

HISTORY: VOCABULARY MAP

EYFS	KEY STAGE ONE	KEY STAGE TWO
<ul style="list-style-type: none">• Past• Present• Lives• Long ago• Events• Stories• Sequence• Time• Before	<p>General vocabulary:</p> <ul style="list-style-type: none">• Old• New• A long time ago• Present• Before• After• Future• Decade• Modern• Date order• Era/period <p>Please note that each theme covered will have topic specific vocabulary</p>	<p>General vocabulary:</p> <ul style="list-style-type: none">• Empire• Civilisation• Parliament• Peasantry• Source• Timeline• Significant• Chronological• Archaeology• Legacy• Conquest• Effects• Primary/secondary evidence• Eyewitness• Culture <p>Please note that each theme covered will have topic specific vocabulary</p>

Skills Map History

	Early Years	Year 1	Year 2
Expected Standard	<ul style="list-style-type: none"> • Can talk about past and present events in their own lives and people they know well • Can order and sequence events • Can use everyday language related to time 	<ul style="list-style-type: none"> • Can put at least 3 pictures/artefacts or events in chronological order • Can use words and phrases such as old, new, a long time ago, before and after with accuracy • Can recognise that story may have happened a long time ago • Know some objects belong to the past • Can retell a familiar story set in the past in chronological order 	<ul style="list-style-type: none"> • Can identify ways that people have impacted our lives • Can recognise that we celebrate certain events because of what happened in the past e.g. bonfire night • Can recognise significant individuals actions, why events happened and what happened as a result • Can identify similarities and differences between ways of life at different times • Can recount personal history and events and changes from the past • Can begin to identify objects from the past and the main differences between old and new
Historical Study	<ul style="list-style-type: none"> • Listen to stories from the past 	<ul style="list-style-type: none"> • Identify old and new pictures • Use stories as sources for answering questions about the past • Observe and handle artefacts, and use this to ask and answer questions 	<ul style="list-style-type: none"> • Identify old and new using artefacts • Use pictures and artefacts for answering questions about the past • Use a range of simple sources to devise historical questions • Summarise their learning in short sentences • Ask questions about what they have heard or seen
Historical Knowledge	<ul style="list-style-type: none"> • Understand people use story to remember what has happened in the past 	<ul style="list-style-type: none"> • Tell stories from the past • Recognise an example of a past and present in their own and other people's lives • Identify things from their own past • Identify some differences between past and present • Name some of the main events and people studied in a topic 	<ul style="list-style-type: none"> • Retell stories they have heard • Pick out the main elements of stories • Discuss what they have enjoyed most about stories • Explain what they think is important and give reasons why • Identify important changes which happened at the time being studied

		<ul style="list-style-type: none"> • Show some understanding of the past beyond living memory 	
Chronology and Change	<ul style="list-style-type: none"> • Can they use simple words to describe the past 	<ul style="list-style-type: none"> • Use simple words and phrases to describe the past – after, before, between • Understand how birthdays represent time • Arrange objects according to age • Begin to use simple timelines to order recent events 	<ul style="list-style-type: none"> • Use more complex phrases to describe the passing of time – a long time ago, centuries ago • Sort recent historical studies into broad time order • Recognise some differences and similarities between the time being studied and now
Greater Depth	<ul style="list-style-type: none"> • Can ask questions about the past events or lives of people they know well 	<ul style="list-style-type: none"> • Can ask relevant questions using a range of artefacts/ photographs • Can use research to find out more about a person or event from the past 	<ul style="list-style-type: none"> • Can research the past using multiple sources and summarise key points • Can use every day historical terms – past, present, future. Can communicate their knowledge through discussions and writing

Skills Map History

	Years 3	Year 4	Years 5	Year 6
Expected Standard	<ul style="list-style-type: none"> • Can ask and answer questions about old and new objects • Can spot old and new things in pictures • Can answer questions using given artefact/ photograph • Can find out more about a person or event from the past from a given source 	<ul style="list-style-type: none"> • Can research what it was like for a person in a given period from the past using primary and secondary sources • Can give plausible explanation about what an object was used for • Can give more than one reason to support a historical argument 	<ul style="list-style-type: none"> • Can pose an historical hypothesis and give a reasoned conclusion using primary and secondary sources • Can explain how historical artefacts have helped us understand more about people's lives in the present and past • Can research about the lives of significant individuals 	<ul style="list-style-type: none"> • Can suggest why there may be different interpretations of events • Can identify and explain their understanding of propaganda • Can suggest why certain events, people and changes might be seen as more significant than others • Can pose and answer their own historical questions using primary and secondary sources as evidence for their opinion
Historical Study	<ul style="list-style-type: none"> • Use a range of documents and printed sources • Use the internet for research • Understand that events from the past are represented and interpreted in different ways, and that sources can confirm or contradict • Interpret the past through role play e.g. hot seating or opinion alley • Can recognise how the local area has changed over time 	<ul style="list-style-type: none"> • Use more complex sources of primary and secondary information • Choose and discriminate between a range of information, and use this to ask questions • Distinguish between reliable and unreliable sources and identify the most useful for a task • Give reasons for change through analysing evidence • Use evidence to support own point of view • Understand that evidence can be limited 	<ul style="list-style-type: none"> • Rank sources of information in order • Identify differences between different versions of the past • Give a balanced view of interpretations of the past, using different points of view 	<ul style="list-style-type: none"> • Devise historically valid questions about change, cause, similarity and difference • Interpret the past using a range of concepts and ideas • Understand the role of opinion and propaganda • Consider ways of checking the accuracy of interpretations i.e. fact, fiction or opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library or internet for research

Knowledge	<ul style="list-style-type: none"> Using evidence, predict what objects from the past were used for Understand that some events from the past affect people's lives today Summarise the main events from a period in history, using their characteristics Give reasons for main events and changes 	<ul style="list-style-type: none"> Understand differences in social, religious, political and cultural history Know some similarities and differences within a period of time e.g. the lives of rich and poor Describe how some actions/events from the past affect life today Begin to understand why some people acted as they did and give reasons 	<ul style="list-style-type: none"> Organise a series of relevant historical information, and check this for accuracy Describe the main changes in a period of history, from several perceptions e.g. social, political, cultural Understand the links between history and geography Use a broad range of evidence to explain their own point of view Adapt their ideas and viewpoints as new information arises 	<ul style="list-style-type: none"> Suggest omissions from historical accounts Bring knowledge gathered from several sources together in a fluent account Use historically valid questions about change, similarity, difference and significance Understand and use the concept of legacy, including Royal families and dynasties Speculate and hypothesise about the past, formulating their own theories about reasons for change
Chronology and Change	<ul style="list-style-type: none"> Sort events or objects into groups Use some dates on a timeline Use a timeline with dates including both BC and AD Use evidence to describe changes within a time period 	<ul style="list-style-type: none"> Use a full range of dates and historical terms Use a timeline to place events, periods and cultural movements Show changes on a timeline Describe and make links between events and changes 	<ul style="list-style-type: none"> Identify changes across periods of time, using chronological links Begin to identify factors in change Understand the concept of decades and centuries and use this to divide the past into periods of time 	<ul style="list-style-type: none"> Note connections, contrasts and trends over time Speculate how present events and actions might be seen and judged in the future Speculate – what if? E.g. What if England had lost the war?
Greater Depth	<ul style="list-style-type: none"> Can begin to use more than one source of information to bring together a conclusion about an historical event 	<ul style="list-style-type: none"> Can research two versions of an event and say how they differ 	<p>Can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions</p>	<ul style="list-style-type: none"> Can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint