

## National Curriculum Coverage and Progression



<b>Subject: History                      Cycle: A</b>			
<b>EYFS Early Learning Goals:</b>			
<b>Understanding of the world</b> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.			
<b>ELG 13 People and communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not 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.			
<b>EYFS continuous provision opportunities:</b>			
<ul style="list-style-type: none"> <li>• Opportunities to identify causes and consequences</li> <li>• Opportunities to find similarities and differences in people and events</li> <li>• Opportunities to discover how life/objects has changed from 'then and now' and 'old and new'</li> </ul>			
<b>Characteristics of Effective Learning</b> <ul style="list-style-type: none"> <li>• Thinking critically and making links in their learning</li> </ul>	<b>Vocabulary</b> <i>'Goldilocks' words:</i> Old/new Past Olden days Objects People Then/now Life Different Beginning/middle/end Remembering <i>'Step on' words:</i> Similar Because Event Moment	<b>Resources</b> Baby photos Tape player CD player Primary resources Photos of places Personal momentos	
<b>Year Group</b>	<b>Yr 1/2</b>	<b>Yr 3/4</b>	<b>Yr 5/6</b>
<b>Autumn 1</b>	<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>• <b>Can use common words and phrases about the passing of time (before, after, a long time ago, past...).</b></li> </ul>	<ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) (Victorians)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (Victorians)</li> </ul>	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• changes in an aspect of social history, such as leisure and entertainment of the 20<sup>th</sup> century</li> <li>• <b>I can identify where periods studied fit into a chronological framework by</b></li> </ul>



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	<ul style="list-style-type: none"> <li>• Can create simple timelines to sequence objects (toys)</li> <li>• Can recognise the distinction between present and past in their own and other people's lives</li> <li>• Can recognise that technology could be different in past (Toys)</li> </ul>	<ul style="list-style-type: none"> <li>• Can describe main features associated with the period studied mostly using period specific language</li> <li>• Can describe some changes in history over a period of time (Schooling) and identify some things which stay the same</li> <li>• Can describe the causes and or consequences of an important historical event offering more than one example of its results. (workhouse, education act)</li> <li>• Can understand how evidence is used to make detailed observations, finding answers to questions about the past e.g the school</li> <li>• Can understand that events people and developments are considered significant if they resulted in change e.g education act</li> </ul>	<p>noting connections, trends and contrasts over time.</p> <ul style="list-style-type: none"> <li>• I Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.</li> <li>• I can conduct an in depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...)</li> <li>• I can begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries</li> <li>• I can establish a narrative showing connections and trends within and across periods of study. (Britain since 1948)</li> <li>• I can present a clear narrative within and across periods that notes connections, contrasts and trends over time. (Britain since 1948)</li> </ul>
<p><b>Autumn 2</b></p>			<ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. e.g The Titanic and links to Southampton</li> <li>• I can conduct an in depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...)</li> <li>• I can understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting</li> </ul>

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			<p>arguments and interpretations of the past have been constructed.</p> <ul style="list-style-type: none"> <li>• I can use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> <li>• I can begin to evaluate sources to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed, and establish evidence for particular enquiries.</li> <li>• I can gain historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>• I can begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
<p><b>Spring 1</b></p>	<ul style="list-style-type: none"> <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 (Christopher Columbus, Neil Armstrong and Tim Peake)</li> <li>• Can use simple stories and other sources to show that they know and understand key features of events</li> <li>• Can recognise and talk about who was important in simple historical account</li> <li>• Can identify and talk about differences in accounts relating to people or events both from the time (primary) and present (secondary)</li> </ul>	<ul style="list-style-type: none"> <li>• the Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Anglo-Saxon laws and justice</li> <li>• Can use specialist dates and terms, and by placing topics studied into different periods (century, decade, Saxons, BC, AD...).</li> <li>• Can make some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>• Can identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>• Can understand historical periods overlap each other and vary in length</li> </ul>	



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		<ul style="list-style-type: none"> <li>Can describe in simple terms how sources reveal important information about the past.</li> </ul>	
<b>Spring 2</b>			<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from Mayan civilization c. AD 900;</li> <li>I can sequence events and periods through the use of appropriate terms relating to the passing of time (empire, civilisation, parliament, peasantry...).</li> <li>I can Identify where periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>I can conduct an in depth study of different periods, using appropriate vocabulary when describing the passing of time and historical concepts (propaganda, bias, primary source, secondary source, reliability...)</li> <li>I can understand significant aspects of history – nature of ancient civilisations</li> <li>I can gain historical perspective by placing their growing knowledge into different contexts...between cultural, economic, military, political religious and social history.</li> <li>I can understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some reasons for this.</li> </ul>
<b>Summer 1</b>			
<b>Summer 2</b>		<p>The Viking struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> </ul>	

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		<ul style="list-style-type: none"> <li>• further Viking invasions and Danegeld</li> <li>• Can use specialist dates and terms by placing topics studied into different periods (century, decade, Vikings, BC, AD...).</li> <li>• Can make some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>• Can identify where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>• Can understand historical periods overlap each other and vary in length</li> <li>• Can describe main features associated with the period studied mostly using period specific language</li> <li>• Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</li> <li>• Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Understand some of the methods of historical enquiry, how evidence is used to make historical claims.</li> <li>• Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.</li> </ul>	
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