

## National Curriculum Coverage and Progression



<b>Subject: History                      Cycle: B</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>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London)</li> <li>• Significant historical events, people and places in their own locality.</li> <li>• <b>To tell the difference between past and present in their own and other</b></li> </ul>	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include:</li> <li>• late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>• Bronze Age religion, technology and travel, for example, Stonehenge</li> </ul>	<ul style="list-style-type: none"> <li>• the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt</li> <li>• <b>I can sequence events and periods through the use of appropriate terms</b></li> </ul>



## National Curriculum Coverage and Progression

	<p>people's lives by using and making simple comparisons to parts of stories, and features of events</p> <ul style="list-style-type: none"> <li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing)</li> <li>Can describe in simple terms the causes and consequences of an important historical event</li> <li>Use sources to answer simple questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>relating to the passing of time (empire, civilisation, parliament, peasantry...).</p> <ul style="list-style-type: none"> <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>Autumn 2</b>			
<b>Spring 1</b>			
<b>Spring 2</b>			
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality. (Southsea)</li> <li>Recognising the distinction between present and past in their own and other people's lives</li> </ul>	<p>The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>I can sequence events and periods through the use of appropriate terms</li> </ul>



## National Curriculum Coverage and Progression

	<ul style="list-style-type: none"> <li>• using common words and phrases about the passing of time (before, after, a long time ago, past...).</li> <li>• Identifying some similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>• successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>• British resistance, for example, Boudica</li> <li>• 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> <li>• Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Vikings, BC, AD...).</li> <li>• Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>• Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</li> <li>• 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>	<p>relating to the passing of time (empire, civilisation, parliament, peasantry...).</p> <ul style="list-style-type: none"> <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>
--	---	---	--

## National Curriculum Coverage and Progression



		<ul style="list-style-type: none"><li>• Can describe and give some examples of a range of changes whilst some things remain the same (Roads, Heating, Buildings, names of cities)</li></ul>	
<b>Summer 2</b>			