



**HIGHER
WALTON
C. OF E.
PRIMARY
SCHOOL**

Higher Walton CE Primary School

'Life in all its Fullness' John 10:10

Weaving **History** Knowledge, Skills and
Understanding into the National Curriculum

From EYFS—Year 6



24 – 36 months (Typically Nursery 1)	36 – 48 months (Typically Nursery 2)	48 – 60 / 60-71 months (Typically Reception)
<ul style="list-style-type: none"> ➤ Has a sense of own immediate family and relations and pets ➤ In pretend play, imitates everyday actions and events from own family and cultural background 	<ul style="list-style-type: none"> ➤ Shows interest in the lives of people who are familiar to them ➤ Remembers and talks about significant events in their own experience ➤ Recognises and describes special times or events for family or friends 	<ul style="list-style-type: none"> ➤ Talks about past and present events in their own life and in the lives of family members
EARLY LEARNING GOALS 2021		
<ul style="list-style-type: none"> ➤ Past and Present: 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. ➤ Talk about the lives of the people around them and their roles in society 		
KEY STAGE ONE		
<ul style="list-style-type: none"> ➤ Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. ➤ They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. ➤ They should use a wide vocabulary of everyday historical terms. ➤ They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. ➤ They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught</p> <ul style="list-style-type: none"> ➤ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ➤ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ➤ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] ➤ significant historical events, people and places in their own locality. 		
KEY STAGE TWO		
<ul style="list-style-type: none"> ➤ Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. 		

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- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught

- 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 local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China
- 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; **Mayan civilization c. AD 900**; Benin (West Africa) c. AD 900-1300.

KNOWLEDGE, SKILLS AND UNDERSTANDING BREAKDOWN FOR HISTORY

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGY	<p>Talk about past and present events in their own lives and the lives of family members</p> <p>Describe memories and changes that have happened in their own lives</p>	<p>Develop an awareness of the past</p> <p>Know that history can be split into living memory and beyond living memory</p> <p>Identify some periods, events and people studied and if they are in living memory or beyond living memory</p>	<p>Identify if an artefact, event, person and/or periods studied are in living memory or beyond living memory</p> <p>Start to understand the chronological framework (name of period) of what they are being taught</p>	<p>Start to identify that history is split into periods and identify main periods linked to learning</p> <p>Start to understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught</p>	<p>Identify that history is split into periods and identify main periods linked to learning</p> <p>Understand where the period studied fits into a larger chronological overview in relation to what has and will be taught</p>	<p>Identify where periods studied fit into a chronological framework in relation to what has been studied previously across school by noting connections, trends and contrasts over time.</p>	<p>Construct and compare their own overarching narrative timeline of periods of history studied across school and linked to British and world history using their own scale and durations</p> <p>Be able to name concurrent, subsequent and preceding periods of history and discuss ways they may have interacted</p>
	Order and sequence familiar events	<p>Know where all people and events studied fit into a chronological framework</p>	<p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day.</p>				

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		Place 3 or 4 events, objects, people or processes within living memory on a timeline With support, use a simple undated timeline to sequence 3 or 4 events, objects or processes from beyond living memory and into living memory Sequence some events studied in order.	Use a simple timeline to sequence more than 4 events, objects or processes from beyond living memory and into living memory Sequence events, artefacts or processes within living memory that are closer together in chronology and on a simple timeline, which may have some reference to dates Sequence key events of significant people or events studied in order on a timeline using given dates Order dates from earliest to latest on simple timelines	Sequence events, objects or processes within a period/topic studied on a pre-prepared timeline using dates Start to understand that timelines show scale and duration and this can be different	Place key dates and events on a given timeline for the period being studied and use these key dates and markers in their work Understand that timelines show scale and duration and that these can be different on different timeline Start to work out small durations linked to key events of periods studied	Order an increasing number of significant events, movements and dates on a timeline using dates accurately Construct and compare more complex timelines for the period studied and concurrent periods using given scales and durations and marking with more complex dates Work out larger durations linked to key events on periods studied from a timeline Accurately use dates and terms to describe historical events	Construct and compare more complex timelines for the period studied and concurrent periods using, where appropriate, their own scale and duration and marking with more complex dates. Justify their use of scale and duration on their timelines Analyse connections, trends and contrasts over time. Understand how some historical periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt
	Use everyday language related to time	Understand that dates can be used to describe time and events in time	Use common words and phrases relating to the passing of time	Know history can be split into BC (Before Christ) and AD (Anno Domini) and begin to know what they mean	Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used	Know history can be split into AD and BC along with BCE and CE and know what they mean and why they are used	
HISTORICAL TERMS	Explore meaning and sound of new historical words	Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.	Use a wide vocabulary of everyday historical terms	Use and understand appropriate historical vocabulary to communicate information		Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious	Develop appropriate use of historical terms when describing the passing of time and historical concepts (<i>propaganda, bias, primary source, secondary source, reliability...</i>)

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HISTORICAL ENQUIRY – USING SOURCES OF EVIDENCE	Be curious about people and events	Know and recount episodes from stories and significant events in history Describe significant individuals from the past.	Understand some of the ways in which we find out about the past	Find out about the everyday lives of people in time studied compared with our life today	Identify key features, aspects and events of the time studied; explain how people and events in the past have influenced life today;		Describe key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
	Answer “how” or “why” questions about stories and events	Ask questions and with support answer some simple historical questions	Ask and answer questions using other sources to show that they know and understand key features of events. Choose and select evidence and say how it can be used to find out about the past.	Use sources of evidence to formulate questions and start to use sources of evidence to support answering historical questions	Use different sources of evidence to formulate questions Use evidence to answer questions about the past Sometimes devise own historical valid questions to find answers about the past	Address historical valid questions about cause, consequence, change, continuity significance, similarity and difference Use a wide range of different evidence to collect evidence about the past (eg ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, statues, figures, sculptures, historic sites)	Regularly address and sometimes devise historical valid questions about cause and consequence, change and continuity, significance, similarity and difference) Challenge historical viewpoints with questioning investigate their own lines of enquiry by posing historically valid questions to answer.

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	<p>Know that information can be retrieved from books and computers</p>		<p>Know what a primary and secondary source can be</p> <p>Use a range of primary and secondary sources to find out about the past;</p>	<p>Identify some sources of evidence used as primary or secondary</p> <p>Begin to undertake their own research. gather more detail from sources such as maps to build up a clearer picture of the past</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information</p>	<p>Identify sources of evidence as primary or secondary and group sources accordingly</p> <p>Describe evidence as fact, opinion, reliable and unreliable</p> <p>Recognise when they are using primary and secondary sources of information to investigate the past</p>	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses</p>
	<p>Handle sources of evidence and make observations</p> <p>Make simple comparisons of artefacts from within living memory and beyond</p> <p>Observe or handle evidence to ask simple questions about the past</p>	<p>Handle sources of evidence and make observations of what it tells us about that person/event/period</p> <p>Make comparisons between different types of evidence</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations</p>	<p>Start to understand some sources of evidence are more reliable than others</p>	<p>Understand some sources of evidence are more reliable than others</p>	<p>Use more than one source of evidence to answer questions about the past and make interpretations</p>	<p>Be aware that different evidence will lead to different conclusions and understand that when making interpretations</p>

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INTERPRETATIONS OF HISTORY	<p>Observe and use photographs and artefacts to find out about the past</p>	<p>Start to understand some ways that historians find out about the past and represent it</p> <p>Observe and use pictures, photographs and artefacts to find out about the past</p>	<p>Identify different ways in which the past is represented</p> <p>Be exposed to the idea of different evidence presenting different interpretations and views of the past explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Know how historians find out about the past and how it can be represented and recorded in different ways</p> <p>Begin to understand that representations of the past are not all the same.</p>	<p>Identify how historians have found out about the past and how they have represented and recorded in different ways</p>	<p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past</p> <p>Find and analyse a wide range of evidence about the past</p>	<p>Understand that different versions of the past may exist, giving some reasons for this</p>
			<p>With support, compare two versions of a past event</p> <p>With support, use stories or accounts to distinguish between fact and fiction</p>	<p>Compare two versions of a past event</p> <p>With support, understand that some historians evidence of a person/event/period can be more reliable than another</p> <p>Be exposed to the idea that interpretations of a period can change when new evidence is found</p>	<p>Understand that some historians evidence of a person/event/period can be more reliable than another</p> <p>Investigate different accounts of historical events and be able to explain some reasons why accounts may be different</p> <p>Identify differences between two versions of the same event or story in history.</p>	<p>Understand some sources of evidence are more reliable than others and some evidence is fact and some is opinion and, with support, identify those</p> <p>Consider different ways of checking the accuracy of interpretations of the past</p>	<p>Explain how some sources of evidence are more reliable than others</p> <p>Identify fact, opinion and bias and how this can change interpretations of the past</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Show an awareness of the concept of propaganda, and know that people in the past represent events or ideas in a way that may be to persuade others</p>

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			Use parts of stories and other resources to show their understanding and interpretation of the past	Use given sources of evidence and learning to interpret what that period was like.	Use some chosen sources of evidence and learning to interpret what that period was like. Understand evidence of a period can change when new evidence is found	Use sources of evidence and learning to draw their own interpretations of a period/event/person Examine evidence across history to look at how interpretations of history can change	Use various sources of evidence and learning to draw their own interpretations of a period/event/person and say why Examine evidence across history to look at how interpretations of history can change and say how and why they caused it to change
CONSTRUCTING THE PAST Similarity and Difference	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Talk about some similarities and differences between 'now' and 'the past' both within and beyond living memory Discuss ways of life in the past and how it is similar and different to their own	Identify and discuss some similarities and differences between ways of life in different periods	Identify similarities and differences between certain aspects of the period studied	Identify some similarities and differences between certain aspects of the periods studied and with support, start to make links between different periods of the past	Make connections between different periods of the past and identify similarities and differences between certain aspects of these periods Suggest how aspects of a period may be similar or different to present time	Make detailed connections between different periods of the past and identify similarities and differences between aspects of other periods studied along with the period studied at the time and now
CONSTRUCTING THE PAST Cause and Consequence/ Effect	Question why things happen and give explanations	Know that there are causes of events and with support say what they are	Understand that there are reasons why people in the past acted as they did Know that there are different causes and consequences of events and say what some of them are Suggest at least one positive / negative consequence of an event	Identify different causes and consequences of events or periods studied	Identify different causes and consequences of events and say why consequences can be different	Understand the idea of short and long term consequences of event Identify short- and long-term causes of an event/period of time and start to make justifications on which causes were the most important.	Identify and give reasons for and results of historical events, situations and changes Examine causes and results of events studied and the impact these had on people. Understand how historians may interpret different causes as more important than others

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<p style="text-align: center;">CONSTRUCTING THE PAST Change and Continuity</p>	<p>Look at similarities, differences, patterns and change</p> <p>Develop understanding of changes over time</p>	<p>With support, suggest at least one change that has happened as a result of an event</p> <p>Identify, with support, at least one way that something has stayed the same (continuity) and changed within living memory</p>	<p style="color: red;">Identify similarities and differences between ways of life in different periods</p> <p>Identify ways that something has stayed the same (continuity) and changed within living memory and start to link to beyond living memory based on topic learnt</p>	<p>Identify ways that something has stayed the same (continuity) and changed within the topic/period studied and start to identify why things change or stay the same</p>	<p>Note key changes over a period of time and give reasons for these changes</p> <p>Describe connections and contrasts between aspects of history, people and events studied</p>	<p>Identify ways that something has stayed the same (continuity) and changed across a larger chronological period that extends beyond periods.</p>	<p>Describe and note connections between main events, contrasts and trends over time, and changes within and across different periods or societies</p> <p>Identify and explain continuity and change across a larger chronological period that extends beyond periods studied.</p>
<p style="text-align: center;">CONSTRUCTING THE PAST Significance</p>	<p>Recognise and describe special times or events for family and friends</p>	<p>Suggest at least one reason why a person or event is seen as historically significant</p>	<p>Talk about who was important eg in a historical account and why</p>	<p>Identify significant people and periods and start to understand why some of these are seen as significant</p> <p>Start to understand what legacy means and begin to identify the legacy periods studied have had on society today</p>	<p>Identify significant people and periods and start to understand why some of these are seen as significant, making some links to significant events and people studied earlier (eg in Year 3 and KS1)</p> <p>Identify the lasting consequences of certain periods/events linking to the legacy that certain periods of history/events have on society today</p>	<p>Start to evaluate how a period/event has impacted Britain using one or more areas of historical focus (cultural, economic, military, political, religious and social history)</p> <p>Know how important a person or consequences of an event was on local, national and international scale and why it would be considered significant</p>	<p>Identify historically significant people and events</p> <p>Evaluate how a period/event has impacted Britain or another history both in the short and long term using one or more areas of historical focus (cultural, economic, military, political, religious and social history)</p> <p>Evaluate significant historical events/periods and people from one or more periods of times, how they impacted life then and the impact on life now drawing comparisons with other events/people/ periods previously studied.</p>

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KNOWLEDGE OF PEOPLE, EVENTS, SITUATIONS AND DEVELOPMENTS 3 year rolling programme	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Talk about the lives of the people around them and their roles in society</p>	Year A: <ul style="list-style-type: none"> ➤ changes within living memory – seaside holidays ➤ events beyond living memory that are significant nationally or globally – Gunpowder Plot, Remembrance ➤ lives of significant individuals in the past – polar exploration, Mary Anning 	Year A: <ul style="list-style-type: none"> ➤ a study that extends pupils' chronological knowledge beyond 1066 – polar exploration, Victorian seaside holidays 	Year A: <ul style="list-style-type: none"> ➤ Ancient Greece – a study of Greek life and achievements and their influence on the western world ➤ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
	Year B <ul style="list-style-type: none"> ➤ changes within living memory – family life; monarchy ➤ events beyond living memory that are significant nationally or globally – Gunpowder Plot, Remembrance ➤ significant historical events, people and places in their own locality – Hoghton Tower 	Year B <ul style="list-style-type: none"> ➤ changes in Britain from the Stone Age to the Iron Age ➤ a study that extends pupils' chronological knowledge beyond 1066 – monarchy now and Tudors ; 1066 ; ocean explorers 	Year B: <ul style="list-style-type: none"> ➤ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - The Plague ➤ a non-European society that provides contrasts with British history –Mayan civilization c. AD 900 ➤ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – the space race 	
	Year C <ul style="list-style-type: none"> ➤ changes within living memory – local study ➤ events beyond living memory that are significant nationally or globally – Gunpowder Plot, Remembrance , Fire of London ➤ lives of significant individuals in the past – space exploration, heroes 	Year C: <ul style="list-style-type: none"> ➤ a local history study a study that extends pupils' chronological knowledge beyond 1066 – space explorers	Year C: <ul style="list-style-type: none"> ➤ 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	

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