

## Year A HISTORY

**EYFS**

**Y1/2**

**Y3/4**

**Y5/6**

### Procedural knowledge (from NC)

**AREA OF LEARNING**  
**UNDERSTANDING THE WORLD**

**STRAND**  
**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.

- To investigate and interpret the past**
- Observe or handle evidence to ask questions and find answers to questions about the past.
  - Ask questions such as: What was it like for people? What happened? How long ago?
  - Use artefacts, pictures, stories, online sources and databases to find out about the past.
  - Identify some of the different ways the past has been represented.
- To build an overview of world history**
- Describe historical events.
  - Describe significant people from the past.
  - Recognise that there are reasons why people in the past acted as they did.
- To understand chronology**
- Place events and artefacts in order on a time line.
  - Label time lines with words or phrases such as: past, present, older and newer.
  - Recount changes that have occurred in their own lives.
  - Use dates where appropriate.
- To communicate historically**
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
  - Show an understanding of the concept of nation and a nation's history.
  - Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

- To investigate and interpret the past**
- Use evidence to ask questions and find answers to questions about the past.
  - Suggest suitable sources of evidence for historical enquiries.
  - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
  - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
  - Suggest causes and consequences of some of the main events and changes in history.
- To build an overview of world history**
- Describe changes that have happened in the locality of the school throughout history.
  - Give a broad overview of life in Britain from ancient until medieval times.
  - Compare some of the times studied with those of other areas of interest around the world.
  - Describe the social, ethnic, cultural or religious diversity of past society.
  - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children
- To understand chronology**
- Place events, artefacts and historical figures on a time line using dates.
  - Understand the concept of change over time, representing this, along with evidence, on a time line.
  - Use dates and terms to describe events.
- To communicate historically**
- Use appropriate historical vocabulary to communicate, including:
    - dates
    - time period
    - era
    - change
    - chronology.
  - Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

- To investigate and interpret the past**
- Use sources of evidence to deduce information about the past.
  - Select suitable sources of evidence, giving reasons for choices.
  - Use sources of information to form testable hypotheses about the past.
  - Seek out and analyse a wide range of evidence in order to justify claims about the past.
  - Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
  - Understand that no single source of evidence gives the full answer to questions about the past.
  - Refine lines of enquiry as appropriate.
- To build an overview of world history**
- Identify continuity and change in the history of the locality of the school.
  - Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.
  - Compare some of the times studied with those of the other areas of interest around the world.
  - Describe the social, ethnic, cultural or religious diversity of past society.
  - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- To understand chronology**
- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
  - Identify periods of rapid change in history and contrast them with times of relatively little change.
  - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
  - Use dates and terms accurately in describing events.
- To communicate historically**
- Use appropriate historical vocabulary to communicate, including:
    - dates
    - time period
    - era
    - chronology
    - continuity
    - change
    - century
    - decade
    - legacy.
  - Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
  - Use original ways to present information and ideas.

**Unit and declarative knowledge (specific information we want children to know and remember)**

<p><b>AUTUMN 1</b>  <b>All ABOUT ME/ WONDERFUL WOODLANDS</b>                  * Begin to make sense of their own life story and family history</p> <p><b>AUTUMN 2</b>  <b>NIGHT &amp; DAY/CHRISTMAS IS COMING</b>                  * Comment on images of familiar situations in the past</p> <p><b>SPRING 1</b>  <b>WINTER WONDERLAND/AMAZING ANIMALS</b>                  * Compare and contrast characters from stories including figures from the past</p> <p><b>SPRING 2</b>  <b>FOOD GLORIOUS FOOD/TRANSPORT</b>                  * Know some similarities and differences between things in the past and now</p> <p><b>SUMMER 1</b>  <b>BUILD IT UP/TO INFINITY &amp; BEYOND</b>                  * Understand the past through settings</p> <p><b>SUMMER 2</b>  <b>UNDER THE SEA/MARVELLOUS MACHINES/MOVING ON</b>                  * Understand the past through historical events</p>	<p><b>Y1/Y2</b>  <b>Y2 Summer 1 – Street detectives</b>                  Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.                  Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.</p>	<p><b>Y3/Y4</b>  <b>Autumn 2 – Tribal Tales</b>                  Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p> <p><b>Spring 2 – Gods and Mortals</b>                  The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of</p>	<p><b>Y4/5</b>  <b>Autumn 2 – Peasants, Princes and Pestilence</b>                  Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</p> <p><b>Summer 2 – Off with her head</b>                  Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.</p>	<p><b>Y5/6</b>  <b>Autumn 1 – Pharaohs</b>                  The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.</p> <p>Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.</p> <p>Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</p> <p><b>Spring 2 – Resolution</b>                  Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.</p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a</p>
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		<p>mathematics, science, philosophy, art, architecture and theatre.</p> <p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</p> <p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.</p>		<p>judgement about the actions of historical individuals.</p> <p>The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p>
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**Non-subject specific unit**

<p><b>Due to the nature of EYFS additional statements from the Development Matters curriculum are taught within topics and themes that are developed from the children's interests as and when they arise.</b></p>	<p><b>Y1/Y2</b></p> <p><b>Y1 Autumn 2 – Moon zoom</b> A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p> <p>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p><b>Y1 Spring 1 – Superheroes</b> A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.</p> <p><b>Y1 Summer 2 – Bright lights, big city</b> Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.</p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places</p> <p><b>Y2 Autumn 2 – Towers, tunnels and turrets</b> Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. involved and the consequences of the event.</p> <p><b>Y2 Summer 2 – Land ahoy</b> A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.</p> <p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.</p> <p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a</p>	<p><b>Y3/4</b></p> <p><b>Autumn 1 – Burps, Bottoms and Bile</b></p> <p><b>Spring 1 – Misty Mountain Sierra</b></p> <p><b>Summer 1 – Flow</b> The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p><b>Summer 2 – Predator</b></p>	<p><b>Y4/5</b></p> <p><b>Autumn 1 – Darwin's delights</b> A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Spring 2 – Sow, Grow and Farm</b> Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p>The Dig for Victory campaign encouraged everyone to grow fruits and vegetables on open land to counteract food shortages created during the Second World War.</p>	<p><b>Y5/6</b></p> <p><b>Autumn 2 – Beast Creator</b></p> <p><b>Spring 1 – Frozen Kingdom</b> Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).</p> <p>Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Summer 1 – Tomorrow's World</b> Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.</p> <p><b>Summer 2 – Scream Machine</b></p>
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	historical topic is presented without organising it into chronological order.			
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