

History Overview 2023 - 2024



History skills, knowledge and vocabulary progression

Purpose of Study

The Southwold School's History curriculum identifies closely with the National curriculum in valuing the importance of pupils gaining a coherent knowledge and understanding of Britain's past and that of the wider world. Effective History teaching should inspire curiosity and enable pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups as well as their own identity.

Key areas of learning include chronological understanding, historical enquiry, knowledge and interpretation, rich vocabulary.

Through history our children will develop: -

- a knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts & processes
- a curiosity to know more about the past
- the ability to question and evaluate information
- the ability to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- the ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources
- the ability to formulate and refine questions and lines of enquiry
- a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments
- the ability to construct informed responses that involve thoughtful selection and organisation of relevant historical information topics

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Key Knowledge/Breadth of Study	
Key Stage 1	Key Stage 2
<p>Pupils should be taught about:</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 airplane flight or events commemorated through festivals or anniversaries] changes in Britain from the Stone Age to the Iron Age ☐ 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. Hist 	<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 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.

History skills, knowledge and vocabulary progression - EYFS	
Year Group	Content
Nursery	Begin to make sense of their own life-story and their family's history.
Reception	<ul style="list-style-type: none"> • Know there are seasons, days of the week • Know before and after as a concept • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • 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 • Know people in our communicates celebrate special days and these repeat annually

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History skills, knowledge and vocabulary progression -		
Skill	Year Group	Content
Chronological Understanding	Year 1	<ul style="list-style-type: none"> Understand the difference between things that happened in the past and the present Describe the things that happened to themselves and other people in the past Order a set of events or objects based on when they happened
	Year 2	<ul style="list-style-type: none"> Understand and use the words of the past and present when telling others about an event Describe the things that happened to themselves and other people in the past Order a set of events or objects based on when they happened and begin to use dates GDS: Use a timeline to order objects or events chronologically using dates
	Year 3	Understand that a timeline can be organised into BC (Before Christ) and AD (Anno Domini) and BCE/CE <ul style="list-style-type: none"> Describe and order significant events within a period studied and compare to present day, using dates Use a timeline to place historical periods and events in chronological order and give reasons for their order GDS: Use mathematical knowledge to work out how long-ago events happened
	Year 4	Understand that a timeline can be organised into BC/AD, BCE/CE and eras <ul style="list-style-type: none"> Use mathematical skills to help work out the time differences between certain major events in history Describe and order significant events and dates on a timeline using prepositional language Describe significant events within a period of history and how they have evolved over time GDS: Use mathematical skills to round up time differences into centuries and decades
	Year 5	<ul style="list-style-type: none"> Make connections between time periods within British history and the wider world, constructing a detailed timeline, using mathematical skills to work out time scales. Explain how significant events and dates have impacted on a period of time Research and explain the origins of a concept and its development through time
	Year 6	<ul style="list-style-type: none"> Draw parallels and conclusions between time periods within British history and the wider world, explaining when they occurred within a decade Independently place features of historical events and people from past societies and periods in a chronological framework Independently place features of historical events and people from past societies and periods in a chronological framework Identify and compare changes within and across different periods Argue how a historical concept can have both continuity and change and the impact of this on society
Historical Enquiry	Year 1	<ul style="list-style-type: none"> Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why...? Understand some ways we find out about the past e.g., using artefacts, pictures, storied and websites Explore events, look at pictures, objects and artefacts and ask questions to compare Look at books, videos, photographs, pictures and artefacts to build a picture about the past Ask and answer questions about old and new objects GDS: Explain why certain objects were different in the past GDS: Ask relevant questions, using artefacts provided

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	Year 2	<ul style="list-style-type: none"> Recall different ways in which the past is represented Ask questions and find out answers about the past such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?' Use a wide range of sources, including trips and eyewitness accounts to build a picture about the past Begin to identify the difference between primary and secondary sources Communicate understanding of the past in a variety of ways GDS: Research the past using multiple sources to find relevant information GDS: Explain why different accounts of the past may vary
	Year 3	<ul style="list-style-type: none"> Identify the difference between primary and secondary sources Use primary and secondary sources as evidence about the past Ask questions and find answers about the past from a range of sources such as 'how did people...?' what did people do for....' Explore the idea that there are different accounts of history and why they exist Suggest why certain events happened as they did Recognise the part that archaeologists have had in helping us understand more about the past GDS: Begin to use more than one source of information to bring together a conclusion about a historical event
	Year 4	<ul style="list-style-type: none"> Analyse and evaluate primary and secondary sources to collect evidence about the past Ask questions and find answers about the past, from a range of sources, evaluating the reliability Look at different versions of the same event in history and identify differences, in order to formulate a hypothesis Know that people in the past represent events or ideas in a way that persuades others Construct and organise responses by selecting relevant historical data
	Year 5	<ul style="list-style-type: none"> Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing probing questions to answer Know that people in the past could also have a point of view and that this can affect interpretation Give reasons why there may be different accounts of history Identify how history can impact on the decisions that are made i.e., government, wars, monarchy, crime and punishment Pose a historical hypothesis using primary and secondary sources to reach a reasoned conclusion
	Year 6	<ul style="list-style-type: none"> Critique the validity of primary and secondary sources to collect evidence about the past when looking at significant events, suggesting why some may be more significant than others. Choose reliable sources of evidence to pose and answer questions, where answers may be contradictory, in order to justify viewpoints. Create a historical account, using existing primary and secondary sources as evidence Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past
	Knowledge & Interpretation	<ul style="list-style-type: none"> Recall some facts about people/events within living memory Describe how a significant person from the past has contributed to society Discuss change and continuity in an aspect of life e.g., holidays

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	Year 2	<ul style="list-style-type: none"> • Use information given to describe events and people beyond living memory • Compare and contrast the differences within a locality, over time • Give reasons why a significant person in the past may have made decisions in order to bring about change • Identify similarities and differences between ways of life in different periods, including their own lives • Recognise and make simple observations about who was important in an historical event/account e.g., talk about important places and who was important and why
	Year 3	<ul style="list-style-type: none"> • Use information given to describe key features of a time period • Use evidence to find out about change during a time period • Identify reasons for and results of people's actions in the past • Identify similarities and differences between different periods e.g., social, belief, local, individual
	Year 4	<ul style="list-style-type: none"> • Describe and make links between main events, situations and changes within and across different periods and societies • Research what life was like, and the key features of a given time period • Identify similarities and differences between different periods and the causes behind them • Identify reasons for and results of people's actions in the past and the explain the impact on modern day life • GDS: Recognise that people's way of life in the past was dictated by a variety of factors
	Year 5	<ul style="list-style-type: none"> • Research and evaluate what life were like and the key features of a given time period • Show understanding of some of the similarities and differences between different periods, e.g., social, belief, local, individual • Offer explanations about why people in the past acted as they did • Give own reasons why changes may have occurred, backed up by evidence • GDS: Explain how major events have impacted on our lives, such as medicine, technology and natural disasters • GDS: Understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past • GDS: Explore mankind's greatest follies from a specific time period
	Year 6	<ul style="list-style-type: none"> • Research and formulate an opinion about what life would have been like and the key features of a given time period • Analyse trends between different periods and the causes behind them • Give reasons why some events, people or developments are seen as more important than others • Create a structured account of a past event, from multiple perspectives • GDS: Compare the advancements from two different time periods • GDS: Suggest relationships between causes in history
	Year 6	<ul style="list-style-type: none"> • Research and formulate an opinion about what life would have been like and the key features of a given time period • Analyse trends between different periods and the causes behind them • Give reasons why some events, people or developments are seen as more important than others • Create a structured account of a past event, from multiple perspectives • GDS: Compare the advancements from two different time periods • GDS: Suggest relationships between causes in history
Rich vocabulary	Year 1	<ul style="list-style-type: none"> • Tell stories and experiences about the past • Talk, write, draw and role play events and people from the past • GDS: Give reasons why a story was set in the past
	Year 2	<ul style="list-style-type: none"> • Describe objects, people or events in history, building on others' ideas and discussions • Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT
	Year 3	<ul style="list-style-type: none"> • Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions • GDS: Describe and explain events using cause and effect

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	Year 4	<ul style="list-style-type: none"> • Present opinions that are contradictory to their own • Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions coherently • GDS: Communicate knowledge and understanding offering points of view based on their research
	Year 5	<ul style="list-style-type: none"> • Structure a detailed argument or complex narrative on a period of time • Reach a shared agreement during discussions when evaluating a historical hypothesis or the validity of a source
	Year 6	<ul style="list-style-type: none"> • Structure talk and debate in both formal and informal ways by grouping arguments by theme • Respond to differences in opinion, offering increasingly complex responses, citing a wide range of evidence to support

History Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Today, yesterday, then, now, before I was born, when (parents/g. parents) were little, a long time ago, old, new, picture, story, object.	past, present, now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young, old, new, then, same, different, after, future, museum, historian	chronology, source, local, community, recent, similar, contrast, difference, similarity, artefact, eyewitness, significant, compare, historical, ancient, modern, primary source, secondary source.	era, Anno Domini/AD, millennium, Before Christ/BC, pre-historic, Neolithic, archaeology, excavate, century, firsthand, second hand, decade, civilisation, cause, nomadic, period, artefact	millennium, interpretation, conquer, conquest, legacy, invasion, resistance, democracy, revolt, dark ages, Middle Ages, continuity, reliable, unreliable, truce, medieval, monarch. settlement, invade	Empire, revolution, legislation, reformation, anachronism, interpretation, trends	propaganda, bias, motive, morale, alliance, home front, subjective, objective, orthodox, cavalry, suffrage

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Terms	Cycle A EYFS	Cycle B EYFS	Cycle A Year 1/2	Cycle B Y1/2	Cycle A Y3/4	Cycle B Y3/4	Cycle A Y5/6	Cycle B Y5/6
1	Understanding the world Family & Baby Photos	Understanding the world Family & Baby Photos	Changes within living memory: Bicester	Timeline of birth through to current age Study of Elizabeth I	Roman Invasion of Britain	Stone age to Iron Age	World War I	World War 2
2	Special Times & Celebrations Black History Month: Michelle Obama	Special Times & Celebrations Black History Month: Marcus Rashford	Black History Month: Barack Obama	Black History Week: Mary Seacole	Black History week: Nelson Mandela	Ancient Greece Black History Week: Rosa Parks	Black History Week: Harriet Tubman	Holocaust Black History Week: Windrush Generation
3	Importance of key workers in society e.g., Police/ Nurse	Comparing Past & Present						
4	Events in my life	Exploring the past through settings, characters and books	Great Fire of London	History of books and story telling	Vikings	Tudors	Shang Dynasty of Ancient China	Ancient Egypt
5	Comparing Past & Present	Events in my life						
6	Exploring the past through settings, characters and books	Importance of key workers in society e.g., Police/ Nurse	Biography of an inventor E.g., George Stevenson, Mongolfier brothers (hot air balloons)		Native Americans		A history of Space	

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