



## St Anne's Catholic Primary School

*'Loving God in all we do'*

*St Anne's curriculum aims to inspire pupils to learn.*

*The school's carefully sequenced curriculum provides the opportunities for children to develop their knowledge, understanding and skills in all aspects of their education.*

### **Early Years Foundation Stage Curriculum Understanding the World - History**

#### **Understanding the World EYFS Statutory Educational Programme**

Understanding the world involves guiding children to make sense of their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

***Through the children's learning opportunities***, such as listening to a broad selection of stories, non-fiction, rhymes and poems they will foster an understanding of our culturally and socially diverse world.

#### **3 and 4-year-olds:**

##### **Areas of learning:**

- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

#### **Reception:**

##### **Areas of learning:**

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Develop storylines in their pretend play.

<p><b>End of Reception Early Learning Goals</b></p>	<p><b>Areas of learning:</b></p> <p><b><u>Understanding the World ELG: Past and Present</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling;</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs; and</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
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## National Curriculum Key Stage 1 and 2 History

### The National Curriculum for History

The National Curriculum aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Aims	Chronology	Events, People and Changes	Interpretation, Enquiry and using sources	Communication
<b>Year 1</b>	<ul style="list-style-type: none"> <li>▪ Recognise the distinction between past and present.</li> <li>▪ Order and sequence some familiar events and objects.</li> <li>▪ Identify some similarities and differences between ways of life at different times.</li> <li>▪ Use some everyday terms about the passing of time such as 'a long time ago' and 'before'.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retell some events from beyond their living memory which are significant nationally or globally.</li> <li>▪ Describe some changes within their living memory (including aspects of national life where appropriate).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Make simple observations about different people, events, beliefs and communities.</li> <li>▪ Use sources to answer simple questions about the past.</li> <li>▪ Identify some of the basic ways in which the past can be represented.</li> <li>▪ Choose parts of stories and other sources to show what they know about the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe special or significant events.</li> <li>▪ Retell simple stories or events from the past.</li> <li>▪ Use simple historical terms.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>▪ Order and sequence events and objects.</li> <li>▪ Recognise that their own lives are similar and / or different from the lives of people in the past.</li> <li>▪ Use common words and phrases concerned with the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate awareness of the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>▪ Develop awareness of significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask and answer simple questions about the past through observing and handling a range of sources.</li> <li>▪ Consider why things may change over time.</li> <li>▪ Recognise some basic reasons why people in the past acted as they did.</li> <li>▪ Choose parts of stories and other sources to show what they know about significant people and events.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talk about what / who was significant in simple historical accounts.</li> <li>▪ Demonstrate simple historical concepts and events through role-play, drawing and writing.</li> <li>▪ Use a variety of simple historical terms and concepts.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>▪ Use some dates and historical terms when ordering events and objects.</li> <li>▪ Demonstrate awareness that the past can be divided into different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age.</li> <li>▪ Describe some aspects of the Roman Empire and recognise its impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use sources to address historically valid questions.</li> <li>▪ Recognise that our knowledge of the past is constructed from different sources of evidence.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discuss some historical events, issues, connections and changes.</li> <li>▪ Select and organise historical information to present in a range of ways.</li> </ul>

	<ul style="list-style-type: none"> <li>Explore trends and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of aspects of history significant in their locality.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that different versions of past events may exist.</li> <li>Describe some of the ways the past can be represented.</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant historical terms and vocabulary linked to chronology.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Use dates and historical terms when ordering events and objects.</li> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> <li>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>Demonstrate knowledge of an aspect or theme in British History that extends their chronological knowledge beyond 1066.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses.</li> <li>Recognise how sources of evidence are used to make historical claims.</li> <li>Recognise why some events happened and what happened as a result.</li> <li>Identify historically significant people and events in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Select and organise relevant historical information to present in a range of ways.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Use dates and appropriate historical terms to sequence events and periods of time.</li> <li>Identify where people, places and periods of time fit into a chronological framework.</li> <li>Describe links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<ul style="list-style-type: none"> <li>Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>Demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world.</li> <li>Describe key aspects of a non-European society such as the early Islamic civilisation.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wider range of sources as a basis for research to answer questions and to test hypotheses.</li> <li>Recognise how our knowledge of the past is constructed from a range of sources.</li> <li>Evaluate sources and make simple inferences.</li> <li>Choose relevant sources of evidence to support particular lines of enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and debate historical issues.</li> <li>Use appropriate vocabulary when discussing and describing historical events.</li> <li>Construct responses to historical questions and hypotheses that involve selection and organisation of relevant historical information including dates and terms.</li> <li>Choose relevant ways to communicate historical findings.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Use dates and a wide range of historical terms when</li> </ul>	<ul style="list-style-type: none"> <li>Describe aspects of the Viking and Anglo-Saxon</li> </ul>	<ul style="list-style-type: none"> <li>Regularly address and sometimes devise</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledge contrasting evidence and opinions when</li> </ul>

	<p>sequencing events and periods of time.</p> <ul style="list-style-type: none"> <li>▪ Develop chronologically secure knowledge of the events and periods of time studied.</li> <li>▪ Analyse links and contrasts within and across different periods of time including short-term and long-term time scales.</li> </ul>	<p>struggle for the Kingdom of England in the time of Edward the Confessor.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate knowledge of an aspect or theme in British history that extends their chronological knowledge beyond 1066.</li> </ul>	<p>historically valid questions and hypotheses.</p> <ul style="list-style-type: none"> <li>▪ Give some reasons for contrasting arguments and interpretations of the past.</li> <li>▪ Describe the impact of historical events and changes.</li> <li>▪ Recognise that some events, people and changes are judged as more significant than others.</li> </ul>	<p>discussing and debating historical issues.</p> <ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary when discussing, describing and explaining historical events.</li> <li>▪ Construct informed responses to historical questions and hypotheses that involve thoughtful selection and organisation of relevant historical information including appropriate dates and terms.</li> <li>▪ Choose the most appropriate way of communicating different historical findings.</li> </ul>
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