

## History in the Foundation Stage:

ELG: Past and Present

Children at the expected level of development will:

- 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;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

At Stokesley Primary Academy pupils are taught:

- About changes within living memory, describing memories that have happened in their own lives;
- How to begin to make sense of their own life-story and family's history.
- That there are similarities and differences between people;
- About the roles of significant people in the community.

Links to the National Curriculum	2 year olds learn to:	Nursery learn to:	Reception learn to:
<p><b>Chronological understanding</b></p>	<ul style="list-style-type: none"> <li>▪ Notice differences between people;</li> <li>▪ Make connections between the features of their family and other families;</li> <li>▪ Understand simple questions about 'who', 'what' and 'where';</li> <li>▪ Listen to simple stories and understand what is happening, with the help of the pictures;</li> <li>▪ Repeat words and phrases from familiar stories;</li> <li>▪ Ask questions about a book;</li> <li>▪ Finish off key phrases from well known books.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop positive attitudes about the differences between people.</li> <li>▪ Begin to make sense of their own life-story and family's history;</li> <li>▪ Begin to show interest in different occupations.</li> <li>▪ Understand simple questions about 'who', 'what', 'where' and 'why';</li> <li>▪ Enjoy listening to longer stories and can remember much of what happen;</li> <li>▪ Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use words and phrases: first, next, day, night, old, new;</li> <li>▪ Understand and talk about seasonal changes;</li> <li>▪ Talk about similarities and differences between themselves, people in their family and the community;</li> <li>▪ Discuss past and upcoming events from familiar situations</li> <li>▪ Can talk about past and present experiences in their lives for example festivals within different communities and their own;</li> <li>▪ Remember and talk about parts of stories, sequencing key parts.</li> </ul>

Links to the National Curriculum	2 year olds learn to:	Nursery children learn to:	Reception children learn to:
<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>▪ Makes comments and shares their own ideas.</li> <li>▪ Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Engage in extended conversations about stories, learning new vocabulary.</li> <li>▪ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.</li> <li>▪ Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</li> <li>▪ Plant seeds and care for growing plants, talking about the changes they observe over time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at and talk about books, pictures and artefacts from the past (e.g., baby toys)</li> <li>▪ Observe growth and decay over time - observe an apple core going brown and mouldy over time - help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars and chick eggs.</li> <li>▪ Comment on images of familiar situations in the past</li> <li>▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Organising and communicating</li> <li>▪ Describe events in some detail (e.g. ‘Before school I had a lovely breakfast’) (C&amp;L)</li> <li>▪ Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen (C&amp;L)</li> <li>▪ Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&amp;L)</li> </ul>

Links to the National Curriculum	2 year olds learn to:	Nursery children learn to:	Reception children learn to:
<b>Historical interpretation</b>			<ul style="list-style-type: none"> <li>▪ Identify and talk about some elements of stories and non-fiction texts.</li> </ul>

## History in Key Stage 1 and Key Stage 2:

Links to the National Curriculum	Year 1 learn to:	Year 2 learn to:	Year 3 learn to:	Year 4 learn to:	Year 5 learn to:	Year 6 learn to:
<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the past Use common words and phrases relating to the passing of time</li> <li>Know where all people/events studied fit into a chronological framework</li> <li>Identify similarities / differences between periods</li> </ul>	<ul style="list-style-type: none"> <li>Sequence some events or 2 related objects in order</li> <li>Use words and phrases: old, new, young, days, months</li> <li>Remember parts of stories and memories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recount changes in own life over time</li> <li>Put 3 people, events or objects in order using a given scale.</li> <li>Use words and phrases such as recently, before, after, now, later.</li> <li>Use past and present when telling others about an event.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the term chronology.</li> <li>Use timelines to place events in order.</li> <li>Understands timeline can be divided into BC and AD.</li> <li>To begin to develop an understanding of duration.</li> <li>Discuss links with other civilisations and time periods.</li> <li>Use words and phrases: century, decade.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concept of change over time.</li> <li>Use words and phrases: century, decade, BC, AD, after, before, during.</li> <li>Divide recent history into present, using 21st century, and the past using 19th and 20th centuries.</li> <li>Name and places dates of significant events from past on a timeline.</li> <li>To have a clear understanding of duration between events</li> </ul>	<ul style="list-style-type: none"> <li>Use timelines to place and sequence local, national and international events.</li> <li>Sequence historical periods.</li> <li>Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</li> <li>Identify changes within and across historical periods.</li> </ul>	<ul style="list-style-type: none"> <li>Use timelines to place events, periods and cultural movements from around the world.</li> <li>Use timelines to demonstrate changes and developments in culture, technology, religion and society.</li> <li>Use key periods as reference points: BC, AD, Romans, Anglo Saxons, Tudors, Stuarts, Georgians, Victorians and Today.</li> <li>Describe main changes in a period in history using words such as: social, religious, political, technological and cultural.</li> <li>Name date of any significant event studied from past and place it correctly on a timeline.</li> </ul>

Links to the National Curriculum	Year 1 learn to:	Year 2 learn to:	Year 3 learn to:	Year 4 learn to:	Year 5 learn to:	Year 6 learn to:
<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recount some details from the past from sources (e.g. pictures, stories)</li> </ul>	<ul style="list-style-type: none"> <li>Look at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet).</li> <li>Understand why some people in the past did things.</li> </ul>	<ul style="list-style-type: none"> <li>Look at 2 versions of same event and identify differences in the accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Give reasons why there may be different accounts of history.</li> </ul>	<ul style="list-style-type: none"> <li>Look at different versions of the same event and identify differences in the accounts.</li> <li>To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>Know that people (now and in past) can represent events or ideas in ways that persuade others.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the past has been represented in different ways.</li> <li>Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.</li> </ul>

Links to the National Curriculum	Year 1 learn to:	Year 2 learn to:	Year 3 learn to:	Year 4 learn to:	Year 5 learn to:	Year 6 learn to:
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>▪ Using evidence</li> <li>▪ Ask and answer questions</li> <li>▪ Understand some ways we find out about the past</li> <li>▪ Choose and use parts of stories and other sources to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>▪ Find answers to simple questions about the past from sources of information (e.g. pictures, stories)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look carefully at pictures or objects to find information about the past.</li> <li>▪ Ask and answer questions such as: 'what was it like for a ....?', 'what happened in the past?', 'how long ago did .... happen?',</li> <li>▪ Estimate the ages of people by studying and describing their features.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>▪ Use more than one source of evidence at once. Ask questions such as 'how did people ....? What did people do for ....?'</li> <li>▪ Suggest sources of evidence to use to help answer questions.</li> <li>▪ Make deductions about the past from a source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand the difference between primary and secondary sources of evidence.</li> <li>▪ Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>▪ Ask questions such as 'what was it like for a ..... during .....?'</li> <li>▪ Make deductions and justify with evidence.</li> <li>▪ Suggest sources of evidence from a selection provided to use to help answer questions.</li> <li>▪ Give reasons for/results of events and changes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>▪ Ask a range of questions about the past.</li> <li>▪ Choose reliable sources of evidence to answer questions.</li> <li>▪ Realise that there is often not a single answer to historical questions.</li> <li>▪ Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify and use different sources of information and artefacts.</li> <li>▪ Evaluate the usefulness and accurateness of different sources of evidence.</li> <li>▪ Select the most appropriate source of evidence for particular tasks.</li> <li>▪ Form own opinions about historical events from a range of sources.</li> <li>▪ Use sources of evidence to form hypotheses about the past.</li> <li>▪ Independently select relevant source material for enquiry and justify choices.</li> </ul>

Links to the National Curriculum	Year 1 learn to:	Year 2 learn to:	Year 3 learn to:	Year 4 learn to:	Year 5 learn to:	Year 6 learn to:
<p><b>Organising and Communicating</b></p> <p>National Curriculum Concepts (History’s organising ideas):</p> <ul style="list-style-type: none"> <li>▪ <b>Continuity and change:</b> identify similarities / differences between ways of life at different times</li> <li>▪ <b>Cause and consequence:</b> recognise why people did things, why events happened and what happened as a result</li> <li>▪ <b>Similarities and differences:</b> make simple observations about different types of people, events and beliefs within society</li> <li>▪ <b>Significance:</b> talk about who was important e.g. a simple historical account</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show knowledge and understanding about the past in different ways (eg. role-play, drawing, writing, talking).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Draw labelled diagrams and writes about them to tell others about people, events and objects from the past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present findings about past using speaking, writing, ICT and drawing skills.</li> <li>▪ Use dates and terms with increasing accuracy.</li> <li>▪ Use subject specific words e.g. monarch, settlement, invader.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present findings about past using speaking, writing, maths (data handling), ICT, drama and drawing skills</li> <li>▪ Use dates correctly and subject specific words.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present structured and organised findings about the past using speaking, writing, maths, ICT, drama and drawing skills.</li> <li>▪ Use dates and terms accurately.</li> <li>▪ Choose most appropriate way to present information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present information in an organised and clearly structured way. Present information in the most appropriate way (e.g. written explanation/tables and charts/labelled diagram). Use of specific dates and terms.</li> </ul>