**History**

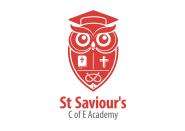
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| **Early Learning Goals** |
| **Level Expected at the End of EYFS – Understanding of the World** |
| **Past and Present**   * Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between 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.   **People, Culture, and Communities**   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. |
| **Key Stage 1 National Curriculum Expectations** |
| **Pupils should be taught about:** |
| * **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** (e.g. 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** (e.g. 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** |

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| **Key Stage 2 National Curriculum Expectations** |
| **Pupils should be taught about:** |
| * **Changes in Britain** from the **Stone Age** to the **Iron Age; Skara Brae, Stonehenge** * 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. |

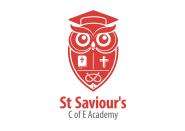
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| **History at the end of Year 1:**  **Knowledge, Skills and Understanding of events, people and change in the past** | | ST_SAVIOURS_LOGO-01**Topics:**  **My home – past and present**  **Talke Trailblazers: My local area**  **Superheroes – Important people/events**  **Kings and Queens** |
| **Chronological**  **Understanding** | **Knowledge and Interpretation** | **Historical**  **Enquiry and Investigation** |
| * Can they put up to three objects in chronological order (recent history)? * Can they use words and phrases like- old, new and a long time ago? * Can they tell me about things that happened when they were little? * Can they recognise that a story that is read to them may have happened a long time ago? * Do they know that some objects have changed over time? e.g. toys, travel and household goods * Can they retell a familiar story set in the past? * Can they explain how they have changed since they were born? | * Do they appreciate that some famous people have helped our lives be better today? * Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? * Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? * Can they begin to identify the main differences between old and new objects? * Can they identify objects from the past? * Can they explain what is meant by a parliament? | * Can they find out something about the past by talking to an older person? * Can they answer questions by using a specific source, such as an information book? * Can they research the life of significant people from the past who have had a positive impact on our way of life? E.g. Florence Nightingale, Rosa Parks * Can they research about a famous event that happens in Britain and why it has been happening for some time? * Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? E.g., Reginald Mitchell |
| **Year 1 (Greater Depth)** | | |
| * Can they put up to five objects/events in chronological order (recent history)? * Can they use words and phrases like: very old, when mummy and daddy were little? * Can they use the words before and after correctly? * Can they say why they think a story was set in the past? * Can they answer questions using a range of artefacts/photographs provided? * Can they find out more about a famous person from the past and carry out some research on him or her? | * Can they explain why certain objects   were different in the past, e.g. iron,  music systems, televisions?   * + Can they tell us about an important   historical event in detail that happened in the past?   * + Can they explain differences between past and present in their life and that of other children from a different time in history?   + Do they know who will succeed the   queen and how the succession works?   * Do they show a basic understanding of the Nation’s History? | * Can they answer questions using a range of artefacts/ photographs provided? * Can they independently find out more about a famous person from the past and carry out some research on him or her?   **Black History Opportunities:**  **Significant People:**  Rosa Parks, Mary Seacole  **Artefacts/resources**  Old fashioned toys e.g. jacks (past and present) Photographs of old holidays (past and present) Information texts/ stories about important people (superheroes)Photographs/maps (my local area) |



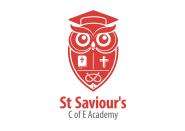
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| **History at the end of Year 2:**  **Knowledge, Skills and Understanding of events, people and change in the past** | | **Topics**  **My Island Home – The United Kingdom**  **The Great Fire of London, Castle Life**  **Awesome Africa – Nelson Mandela/African life**  **Explorers** |
| **Chronological Understanding** | **Knowledge and Interpretation** | **Historical**  **Enquiry and Investigation** |
| * Can they use words and phrases that link to chronology…before I was born when I was younger?   • Can they use phrases and words like:  ‘before’, ‘after’, ‘past’, ‘present’, ‘then’  and ‘now’; in their historical learning?  • Can they use the words ‘past’ and  ‘present’ accurately?  • Can they use a range of appropriate words and phrases to describe the past?  • Can they sequence a set of events in chronological order and give reasons for their order?   * Can they explain why someone in the past acted in the way they did? | * Can they recount the life of someone who lived in the past? * Can they explain how their local area was different in the past? * Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started? * Can they give examples of things that are different in their life from that of their grandparents when they were young? * Can they explain why Britain has a special history by naming some famous events and some famous people? | * Can they find out something about the past by talking to an older person?   + Can they answer questions by using a   specific source, such as an information book?   * + Can they research the daily life in Briton from the past using different resources to help them? e.g.Castles   + Can they research about a famous event that happened in Britain and how it changed that area historically? Great Fire of London. * Can they explain how historical events were recorded? e.g., diaries and paintings and how we can learn from these pieces of evidence e.g. Titanic |
| **Year 2 (Greater Depth)** | | |
| * Can they sequence a set of objects in chronological order and give reasons for their order? * Can they give examples of things that are different in their life from that of a long time ago in a specific period of history e.g.? The Great Fire of London   + Can they explain why their locality (as wide as it needs to be) is associated with a special historical event?   + Can they explain what is meant by a democracy and why it is a good thing? | * Can they compare two versions of a past event? * Can they explain the difference between rich and poor groups? * Can they distinguish between fact and fiction? * Can they say at least two ways they can find out about the past, for example using books and the internet?   • Can they explain why eye-witness accounts may vary? | * Using evidence can they try to work out how long ago an event happened?   **Black History Opportunities:**  **Significant People:** Mae C. Jemison, Nelson Mandela and Neil Armstrong  **Significant Event:** African life/culture/dance  **Artefacts/resources**  Old/new maps, photographs |



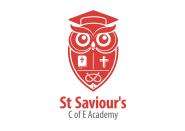
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| **History at the end of Year 3:**  **Knowledge, Skills and Understanding of events, people and change in the past** | | **Topics**  **The Stone Age – Skara Brae, Stonehenge**  **The Ancient Egyptians**  **Start of the Mayans** |
| **Chronological Understanding** | **Knowledge and Interpretation** | **Historical**  **Enquiry and Investigation** |
| * Can they describe events and periods using the words: BC, AD and decade? * Can they describe events from the past using dates when things happened? * Can they describe events and periods?   using the words: ancient and century?   * Can they use a timeline within a specific time in history to set out the order things may have happened? * Can they use their mathematical knowledge to work out how long-ago events would have happened? | * Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?   + Can they begin to picture what life would have been like for the early settlers?   + Can they recognise that Britain has been invaded by several different groups over time?   + Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?   + Can they suggest why certain events happened as they did in history?   + Can they suggest why certain people acted as they did in history? | * Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?   + Can they use various sources of evidence to answer questions? E.g. photographs, artefacts, maps, online resources etc.   + Can they use various sources to piece together information about a period in history?   + Can they research a specific event from the past?   + Can they use their ‘information finding’ skills in writing to help them write about historical information? * Can they, through research, identify similarities and differences between given periods in history? |
| **Year 3 (Greater Depth)** | | |
| * Can they set out on a timeline, within a given period, what special events took place? * Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? * Can they begin to use more than one source of information to bring together a conclusion about an historical event? | * Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? * Can they use specific search engines on the Internet to help them find information more rapidly? | * Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’?   **Black History Opportunities: Significant People:** Tutankhamun, Moses, All Mayans/Aztecs Significant  **Event:** Building of Pyramids, **Artefacts/resources** – Stone age tools/ jewellery. Papyrus for children to experience/write on? Tutankhamun mask. |



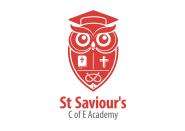
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| **History at the end of Year 4:**  **Knowledge, Skills and Understanding of events, people and change in the past** | | **Topics**  **Ancient Greeks**  **Local study: Hanley and the Potteries**  **Romans** |
| **Chronological Understanding** | **Knowledge and Interpretation** | **Historical**  **Enquiry and Investigation** |
| * Can they place periods of history on a timeline showing periods of time? * Can they use their mathematical skills to round up time differences into centuries and decades? * Can they use their mathematical skills to help them work out the time differences between certain major events in history? * Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? * Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? * Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? | * Can they explain how events from the past have helped shape our lives? * Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? * Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? * Do they recognise that the lives of wealthy people were very different from those of poor people? * Can they give more than one reason to support an historical argument? | * Do they appreciate that the food people ate was different because of the availability of different sources of food?   + Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? * Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? |
| **Year 4 (Greater Depth)** | | |
| * Can they independently, or as part of a group, present an aspect they have researched about a given period of history possibly using multi-media skills when doing so? | * Can they recognise that people’s way of life in the past was dictated by the work they did? * Can they begin to appreciate why Britain would have been an important country to have invaded and conquered? * Can they appreciate that war/s would inevitably have brought much distress and bloodshed? | * Can they research two versions of an event and say how they differ?   **Black History Opportunities:**  Greeks – vase and coins  **Artefacts/resources**  Romans – weapon/armour |



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| **History at the end of Year 5:**  **Knowledge, Skills and Understanding of events, people and change in the past** | | **Topics**  **Anglo Saxons Local study**  **Vikings**  **Mayans** |
| **Chronological Understanding** | **Knowledge and Interpretation** | **Historical**  **Enquiry and Investigation** |
| * Can they accurately use dates and historical language in their work?   + Can they draw a timeline with   different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?   * Understand a timeline can be divided into BC (Before Christ) and AD (Anno Domini)   + Can they use their mathematical skills to work out exact time scales and differences as need be? * Can they create timelines which outline the development of specific advancements in weaponry and settlements? | * Can they describe historical events from the different period/s they are studying/have studied?   + Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?   + Can they explain the role that Britain has had in spreading Christian values across the world?   + Can they begin to appreciate that how we make decisions has been through a Parliament for some time?   + Do they appreciate that significant events in history have helped shape the country we have today?   + Do they have a good understanding as to how crime and punishment has   changed over the years? | * Can they identify they are using primary and secondary sources to find out about the past?   + Do they appreciate how historical   artefacts have helped us understand more about British lives in the present and past?   * Can the use a wide range of artefacts to interpret the past? Including artefacts, ceramics, pictures, printed documents, maps, figures, posters and online information. |
| **Year 5 (Greater Depth)** | | |
| * Do they appreciate how leaders and significant people have changed the UK over time? | * + Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries? | * Can they test out a hypothesis in order to answer a question? Using their own lines of enquiry.   **Black History Opportunities:**  **Significant People:**  **Significant Event:**  **Artefacts/resources** Photographs |



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| **History at the end of Year 6:**  **Knowledge, Skills and Understanding of events, people and change in the past** | | **Topics**  **Victorians**  **World War**  **Britain since 1910 – Marvelous Monarchs** |
| **Chronological Understanding** | **Knowledge and Interpretation** | **Historical**  **Enquiry and Investigation** |
| * Can they specifically say where a period of history fits on a timeline?   + Can they place a specific event on a timeline by decade?   + Can they place features of historical events and people from past societies and periods in a chronological framework? * Can they trace the main events that define Britain’s journey from a mono to a multi-cultural society? * Can they explain how Britain has changed beyond living memory? | * Can they summarise the main events from a specific period in history, explaining the order in which key events happened? * Can they summarise how Britain has had a major influence on world history? * Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? * Can they describe features of historical events and people from past societies and periods they have studied? * Can they recognise and describe differences and similarities/ changes and continuity between different periods of history? | * Can they investigate their own lines of enquiry by posing historically valid questions? * Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? * Can they select relevant sections of information to support their ideas to form conclusions?   + Can they describe a key event from Britain’s past using a range of   evidence from different sources? |
| **Year 6 (Greater Depth)** | | |
| * Can they suggest relationships between causes in history?   + Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?   + Cab the describe the impact of the World Wars and how this changed Britain? | * Can they suggest why there may be different interpretations of events?   + Can they suggest why certain events, people and changes might be more significant than others? * Can they form detailed conclusions from the information available? | * Can they identify and explain their understanding of propaganda?   **Black History Opportunities:**  **Significant People:** Lord David Pitt  **Significant Event:** Post-war immigration from the Commonwealth begins 1948. 1950’s/60’s immigrants help to rebuild the post war economy in hospitals, transport and railways.  **Artefacts/resources:** World War replicas |