**History**

**St Saviour’s C of E Academy**

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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.
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| **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
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| **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
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| **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?
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| **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?
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| **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.
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| **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 |