



History Areas of Study

| NURSERY | RECEPTION | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|---|---|---|--|
| <p>Autumn: All About Me / Toys</p> <p>Spring: Traditional Stories / Journeys</p> <p>Summer: Mini-beasts / Ocean Treasures</p> | <p>Autumn: This is Me / Let's Celebrate</p> <p>Spring: Once Upon a Time</p> <p>Summer: Where will we go? / Our Wonderful World</p> | <p>Autumn: Pirates</p> <p>Spring: Marvellous Materials</p> <p>Summer: The Circus: Then and Now</p> | <p>Autumn: Famous for 5 Minutes / Composers</p> <p>Spring: Changes within Living Memory / Food</p> <p>Summer: We are Britain / Seaside</p> | <p>Autumn: Stone Age Britain</p> <p>Spring: Stone Age to Iron Age Britain</p> <p>Summer: The Romans in Britain</p> | <p>Autumn: Ancient Egypt</p> <p>Spring: A local History Study of Old Leigh</p> <p>Summer: Britain's settlement by Anglo-Saxons</p> | <p>Autumn: Anglo-Saxons and Vikings</p> <p>Spring: Benin Kingdom</p> <p>Summer: Ancient Greece</p> | <p>Autumn: Victorians</p> <p>Spring: World War II</p> <p>Summer: Maya</p> |

Chronological Understanding

(developing an understanding of how historical events fit together over time)

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|---|--|---|---|--|--|--|---|
| <p>3 & 4 Years</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. | <p>Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages | <ul style="list-style-type: none"> Sequence artefacts closer together in time- check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives | <ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts | <ul style="list-style-type: none"> Place events from period studied on timeline Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD | <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past | <ul style="list-style-type: none"> Place current study on timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line |



Range and Depth of Historical Knowledge

(Studying as wide a range of historical periods and events as possible and determining how much detailed knowledge pupils are expected to acquire)

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| <p>3 & 4 Years</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. | <p>Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives They know and recount episodes from stories about the past | <ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times | <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something | <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events | <ul style="list-style-type: none"> Study different aspects of different people- differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period | <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another times studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Know key dates, characters and events of time studied |

Interpretations of History

(examining a range of sources to investigate how viewpoints and opinions can influence historical knowledge)

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|---|--|---|--|--|--|--|--|
| <p>3 & 4 Years</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. | <p>Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | <ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past-how reliable are their memories? | <ul style="list-style-type: none"> Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories | <ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources- compare different versions of the same story Look at representations of the period- museum, cartoons etc. | <ul style="list-style-type: none"> Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge | <ul style="list-style-type: none"> Compare accounts of events from different sources- factor fiction Offer some reasons for different versions of events | <ul style="list-style-type: none"> Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations - fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research |



Historical Enquiry

(investigating the origins and outcomes of historical events and periods of history)

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|---------|-----------|--|---|---|---|--|--|
| | | <ul style="list-style-type: none"> Sort artefacts into 'then' and 'now' Use as wide a range of sources as possible Use speaking and listening skills (links to literacy) Ask and answer questions related to different sources and objects | <ul style="list-style-type: none"> Find answers to simple questions about the past from sources of information e.g. artefacts Use a source – why, what, who, how, where to ask questions and find answers Sequence a collection of artefacts Use time lines Discuss the effectiveness of sources | <ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research | <ul style="list-style-type: none"> Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research | <ul style="list-style-type: none"> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence | <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account |

Organisation and Communication

(Methods of presentation that we access or create in order to investigate or record historical information)

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|---------|-----------|--|---|---|--|--|--|
| | | <ul style="list-style-type: none"> I can read time lines (3D with objects/ sequential pictures) I can present ideas in a drawing I can involve myself in drama/role play I can organise my ideas through writing (reports, labelling, simple recount) I can present ideas using ICT | <ul style="list-style-type: none"> I can contribute to a class display/ museum I can write annotated photographs I can present ideas using ICT | <ul style="list-style-type: none"> I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama | <ul style="list-style-type: none"> I can select data and organise it into a data file to answer historical questions I know the period in which the study is set I can display findings in a variety of ways I can work independently and in groups to discuss and record historical information | <ul style="list-style-type: none"> I can fit events into a display, sorted by theme or time I can use appropriate terms, matching dates to people and events I can record and communicate knowledge in different forms I can work independently and in groups to discuss and record historical information, showing initiative | <ul style="list-style-type: none"> I can select an aspect of study to make a display I can use a variety of ways to communicate knowledge and understanding including extended writing I can plan and carry out individual investigations I can select and organise information to produce structured work, making appropriate use of dates and terms. |