

# History

## EYFS

The most relevant statements for history are taken from the following area of learning - **Understanding the World**

### Past and Present

- talk about the lives of 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.

Class Year Gp	NC Knowledge	Skills	
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### Key Stage One

Children will 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
- 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
- significant historical events, people and places in their own locality

# Key Stage One

	<b>Knowledge</b>	<b>Skills</b> <b>Children will learn to -</b>	<b>Vocabulary</b>
<b>Rainbow Y1</b> <b>Amethyst Y1</b>	Know and recount stories and significant events in history  Know about significant individuals from the past	Describe memories /changes that have happened within their own lives  Observe and use pictures, photographs / artefacts to find out about the past.  Order pictures / photographs / artefacts from different times  Start to use stories / accounts to distinguish fact from fiction  Ask simple questions about the past	old /new earliest / latest before / after past present future century
<b>Amethyst Y1</b> <b>Amber Y2</b>	Know and recount stories and significant events in history  Know about significant individuals from the past	Compare two versions of a past event  Explain that there are different types of evidence and sources that can be used to represent the past.  Use evidence to find out answers to simple questions about the past  Use a simple time line to order dates / events to start to understand chronology  Describe some similarities and difference between the past and present.  Identify similarities and differences between ways of life in the past and today	

# Key Stage Two Skills

**Children will learn to investigate and interpret the past through developing an understanding that our understanding of the past comes from an interpretation of the available evidence.**

**Y3/4**

- use evidence to ask questions and find answers to questions about the past.
- suggest suitable sources of evidence for historical enquiries.
- use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- suggest causes and consequences of some of the main events and changes in history

**Y5/6**

- use sources of evidence to deduce information about the past.
- select suitable sources of evidence, giving reasons for choices.
- use sources of information to form testable hypotheses about the past.
- seek out and analyse a wide range of evidence in order to justify claims about the past.
- show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- understand that no single source of evidence gives the full answer to questions about the past.
- refine lines of enquiry as appropriate.

**Children will build a world history, an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society**

<p><b>Y3/4</b></p>	<ul style="list-style-type: none"> <li>• describe changes that have happened in the locality of the school throughout history.</li> <li>• give a broad overview of life in Britain from ancient until medieval times.</li> <li>• compare some of the times studied with those of other areas of interest around the world.</li> <li>• describe the social, ethnic, cultural or religious diversity of past society</li> </ul> <p>describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p>
<p><b>Y5/6</b></p>	<ul style="list-style-type: none"> <li>• identify continuity and change in the history of the locality of the school.</li> <li>• give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• compare some of the times studied with those of the other areas of interest around the world.</li> <li>• describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p align="center"><b>Children will develop an understanding of chronology, how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</b></p>	
<p><b>Y3/4</b></p>	<ul style="list-style-type: none"> <li>• place events, artefacts and historical figures on a time line using dates.</li> <li>• understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• use dates and terms to describe events.</li> </ul>
<p><b>Y5/6</b></p>	<ul style="list-style-type: none"> <li>• describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• use dates and terms accurately in describing events.</li> </ul>

**Children will learn about the passing of time; to understand chronology and how some aspects of history studied were happening at similar times in different places.**

**Y3/4**

- place events, artefacts and historical figures on a time line using dates.
- understand the concept of change over time, representing this, along with evidence, on a time line.
- use dates and terms to describe events.

**Y5/6**

- describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- identify periods of rapid change in history and contrast them with times of relatively little change.
- understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- use dates and terms accurately in describing events.

**Vocabulary**

use appropriate historical vocabulary to communicate including:

dates

time

period

change

chronology

era

century

decade

legacy.

# Key Stage Two Knowledge

Our two year rolling programme across KS2 is designed to ensure full coverage of the specified historical areas outlined in the National Curriculum.

<i>Cycle One</i>	
<i>Cycle One is planned around periods of history pre 1066</i>	
<i>Changes in Britain from the Stone Age to the Iron Age</i>	
Ruby Diamond	Iron Age (800BC – 43AD)
Quartz	Bronze Age(3000BCE-800BCE)
Aventurine Emerald	Stone Age (15.000BC-3,000BC)

Ruby Diamond Quartz	The Roman Empire and its Impact on Britain (AD43-AD410)
	Britain's settlement by Anglo-Saxons and Scots
Aventurine Emerald	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (AD 793-AD1066)
	Democracy and Law from Anglo Saxon times to present day

## Cycle Two

The second cycle is planned around local and world history, linking them to British history times from cycle one

### Local History Study

Ruby Diamond	Stroud Canals
Quartz	Stroud Canals
Aventurine Emerald	Stroud Mills
	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 106</i>
Ruby Diamond	Railway Revolution
Quartz	1066
Aventurine Emerald	The Victorians

	<i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</i>
R / D	The Indus Valley
Quartz	The Shang Dynasty of Ancient China
A / E	Ancient Egypt
	<i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i>
Quartz	Gods and Mortals
Aventurine	Greek life and achievements and their influence on the western world
Emerald	
	<i>A non-European society that provides contrasts with British history – one study chosen</i>
Ruby/Diamond	Study of Baghdad AD 900
Quartz	Benin (West Africa) c. AD 900-1300
A / E	Mayan civilization c. AD 900