

National Curriculum Points

EYFS Early Learning Goals that link most closely to the History National Curriculum

- 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.
- Listen attentively and respond to what they hear with relevant questions, comments and actions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary.
- Express their ideas and experiences using full sentences, including use of past and present tense.

KS1 National Curriculum Expectations

- 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 [for example, 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 [for example, 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.

KS2 National Curriculum Expectations

- Changes in Britain from the Stone Age to the Iron Age.
- 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.

EYFS at St Christopher's C of E Primary School

History is covered throughout the year through weekly themes taken from the interests of the children. Weekly enhanced provision is planned to ensure the children have the opportunity to explore historical skills independently throughout the week.

<p>Whole School Focus</p> <ul style="list-style-type: none"> • Remembrance • Black History Month

	EYFS	Year 1 and 2	Year 3 and 4	Year 4 and 5	Year 5 and 6
Chronological Awareness	<p>Order and sequence familiar events.</p> <p>Use words and phrases to describe the past.</p>	<p>Sequence some events or up to 3 related objects or people in order of time.</p> <p>Use words and phrases: old, new, now, then, yesterday.</p> <p>Remember part of stories and memories about the past.</p> <p>Recount changes in own life over time.</p> <p>Use words and phrases related to topic vocabulary to do with time.</p>	<p>Use timelines to place events in order including names, places and dates of significant events.</p> <p>Understand timelines can be divided in BC and AD and use these on timelines.</p> <p>Use words and phrases: century, decade, ancient civilisations, period and topic related vocabulary which denotes the period.</p>	<p>Sequence historical periods and identify changes within these periods.</p> <p>Use words and phrases: vocabulary relating to specific periods - Industrial Revolution, Reformation, Renaissance etc.</p>	<p>Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point.</p> <p>Use words and phrases for movements or times of change: Industrial Revolution, Renaissance, classical period, cold war.</p>

<p>Historical knowledge and awareness</p>	<p>Talk about past and present events in their own lives and in the lives of their family.</p> <p>Use every day language related to time.</p> <p>Listen to stories about the past.</p> <p>Understand that people use stories to remember what has happened in the past</p>	<p>Tell the difference between past and present in their own lives and other people lives.</p> <p>Listen to eye-witness accounts from grandparents and older members of the community.</p> <p>Begin to suggest why something might be different.</p> <p>Use a range of sources to describe differences between then and now.</p> <p>Use evidence to explain reasons why people acted in the past as they did.</p>	<p>Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes and differences between rich and poor.</p> <p>Use evidence to find out how any of these may have changed during a time period.</p> <p>Suggest reasons for why there were differences between periods and describe how some of the past events affect life today.</p>	<p>Identify some social, cultural, religious and ethnic diversities of societies studied in Britain and wider world.</p> <p>Give short term cause and consequence of the main events, situations and changes in the period studied.</p> <p>Identify changes and links within and across the time periods studied.</p>	<p>Choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status.</p> <p>Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics.</p> <p>Describe how some changes impact both on subsequent periods, and, in the long term, on today's society.</p>
<p>Historical Contexts</p>	<p>Ask questions about the past or the lives of people in their family.</p>	<p>Ask questions and find answers to simple questions about the past by using source material.</p> <p>Look carefully at pictures, eye witness accounts or objects to find information about the past.</p> <p>Say how features of the period influence how events are treated.</p>	<p>Use a range of source material including visits to collate information about the past.</p> <p>Identify the difference between fact and opinion.</p> <p>Look at 2 different versions of the same event and viewpoints and identify differences in the accounts.</p> <p>Understand the difference between primary and secondary sources.</p> <p>Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</p>	<p>Question reliability of source material and can give reasons why something is or is not reliable.</p> <p>Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts.</p> <p>Know that people can represent events or ideas in ways that persuade others - bias and propaganda.</p>	<p>Evaluate the usefulness and accuracy of different sources understanding the affect of propaganda, bias, misinformation and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p>

<p>Organise, Evaluate and Communicate Information</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing and talking.</p>	<p>Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking, diagrams and labels.</p>	<p>Present findings about past using speaking, writing, ICT and drawing skills.</p> <p>Use dates and vocabulary related to topic accurately.</p>	<p>Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience.</p> <p>Use dates and vocabulary related to topic accurately.</p>	<p>Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram).</p> <p>Their recording reflects the skill being taught.</p> <p>Specifically uses dates, vocabulary and topic terms correctly.</p>
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Vocabulary (Year A – B to be added.)	Days of the week, months of the year	<p>General: Ancient, past, ago, famous, celebrate, event(s), similarities, difference, object, artefact picture, source, photograph, painting, Queen, King, ruler, monarch, era, reign, special, significant, Britain, British, why / when / how, monument, timeline.</p> <p><u>Victorian School:</u></p> <p>Cane – A long stick usually made of birch that would be used to punish children.</p> <p>Dunce – A word used to mean someone incapable of learning.</p> <p>Gruel - a thin liquid food of oatmeal or other meal boiled in milk or water.</p> <p>Queen Victoria – Queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death in 1901.</p> <p>Prince Albert – The husband of Queen Victoria of the United Kingdom of Great Britain and Ireland.</p> <p><u>Castles:</u></p> <p>Turret, Portcullis, Rampart, Drawbridge, Moat, Keep, Knight, Armour, Shield, Bow and Arrows, Sword, King, Queen, Lord, Lady, Nobles, Servants, Dungeon, Fortifications, War, Catapult, Siege, Motte and Bailey.</p>	<p>General: Century, decade, ancient civilisations, period, democracy, commemorate, impact, beliefs, achievements, primary / secondary sources, evidence, investigate, infer, society, BC / AD.</p> <p><u>Stone Age to Iron Age:</u></p> <p>Cave – First found homes.</p> <p>Artefact – Found manmade things.</p> <p>Stonehenge – A famous site; a prehistoric monument.</p> <p>Pottery – items made of sand or clay.</p> <p>Roundhouse – A round home lived in by people in the Bronze and Iron age.</p> <p>Skara Brae – An ancient settlement.</p> <p>Settlement – A place where people live.</p> <p>Hunter-Gatherer - A member of a nomadic people who live chiefly by hunting and fishing, and harvesting wild food.</p> <p>Neolithic - The later part of the Stone Age, when ground or polished stone weapons and implements prevailed.</p> <p><u>Ancient Egyptians:</u></p> <p>Dynasty, Egyptologist, Giza, Hieroglyphics, Mummy, Papyrus, Nile, Pharaoh, Pyramid, Sarcophagus, Tutankhamun</p>	<p>General:</p> <p>Empire, civilisation, parliament, peasantry, significant, chronological, archaeology, legacy, conquest, effects, primary/secondary evidence, eyewitness, culture, Christianity, pagan, monastery, hypothesis, oral history, narratives.</p> <p><u>Romans:</u></p> <p>Century, Circus Maximus, Citizen, Emperor, Gaul, Gladiator, Gladius, Mosaic, Patrician, Plebeian, Toga</p> <p><u>Anglo Saxons & Vikings:</u></p> <p>Anglo Saxon, Earls, Oath, Succession, Long ship, Conquest, Invader, Plunder, Raid, Shield Wall, Boudica.</p> <p><u>Shang Dynasty</u></p> <p>Emperor, Sacrifice, Oracle Bones, Bronze, Eastern China, Yellow River, Weapons, Tools, Sculptures, Jewellery, Ancestors, Wealth, Slaves</p>	<p>General:</p> <p>Empire, civilisation, parliament, peasantry, significant, chronological, archaeology, legacy, conquest, effects, primary/secondary evidence, eyewitness, culture, Christianity, pagan, monastery, hypothesis, oral history, narratives.</p> <p><u>Romans:</u></p> <p>Century, Circus Maximus, Citizen, Emperor, Gaul, Gladiator, Gladius, Mosaic, Patrician, Plebeian, Toga</p> <p><u>Anglo Saxons & Vikings:</u></p> <p>Anglo Saxon, Earls, Oath, Succession, Long ship, Conquest, Invader, Plunder, Raid, Shield Wall, Boudica.</p> <p><u>Shang Dynasty</u></p> <p>Emperor, Sacrifice, Oracle Bones, Bronze, Eastern China, Yellow River, Weapons, Tools, Sculptures, Jewellery, Ancestors, Wealth, Slaves</p>
	Today, tomorrow, yesterday				
	past, present, future				
	Guy Fawkes, Houses of Parliament, London				
	Same / different				
	Christmas, Remembrance, remember, poppy, war, soldiers				
	Baby, toddler, child, teenager, adult, parents, grandparents				
	School				
	Pre-Historic Dinosaur				
	Transport				
	Old / new				
	Memories				
	Museum				
Celebrate / celebration					

All children will be encouraged to discuss their work each term, meaning children will be exposed to this language throughout their time in school:

record, respond to, reflect on, collaborate, critique, share