



## History



History is taught through units which cover aspects of British history as well as ancient civilisations from world history. The history curriculum is taught around a set of key concepts and second order concepts. The second order concepts are explored further across a range of subjects.

**Key concepts:** A range of these concepts are explored through each historical unit and provide lenses through which to consider different aspects of history. The concepts are revisited through different historical periods as children move through the school to deepen their understanding.

- **Community and culture** (architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, trade)
- **Conflict and disaster** (conquest, liberation, occupation, military, peace, plague, surrender, treaty, war)
- **Exploration and invention** (discovery, migration, navigation, progress, tools)
- **Hierarchy and power** (country, democracy, empire, equality, government, law, monarchy, oppression, parliament, politics, poverty, slavery)

**Second order concepts:** These are concepts that are taught and applied through each unit of history. These build progressively as pupils move through the school. Pupils will all explore some of these concepts through other curriculum subjects.

- **Chronology**
- **Similarity and difference**
- **Cause and consequence**
- **Continuity and change**
- **Significance**
- **Historical enquiry** (source material, artefacts, fact and opinion)

- **Written and oral expression:** (Using historical terminology, presenting findings in variety of ways, making comparisons and links, explanations, awareness of audience, using evidence to support statements)

## **Contexts for learning**

The key concepts and second order concepts are explored through the following areas of history:

### **EYFS / Key Stage 1**

- Changes within living memory
- Famous people, places and events
- The lives of significant individuals
- Events beyond living memory

### **Key Stage 2**

#### British history

- The Stone Age
- The Iron Age
- The Romans
- The Anglo-Saxons and Scots
- The Vikings
- Britain since 1066
- Local history

#### Non-British History

- Ancient Civilisation (Ancient Egypt)
- Ancient Greece
- Non-European Study (Mayan Civilisation)

These are the historical periods taught as pupils move through the school.

Where possible, British history is taught chronologically through Key Stage 2.

## End points

### **By the end of EYFS, pupils will be able to:**

Talk about the lives of people around them. 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 story telling.

- recognise and describe a special time or event.
- speculate why things happen and give explanations about simple cause and effect.
- identify and describe some similarities and differences and they can
- observe and describe how things have changed or stayed the same in their lives
- sequence a few events using language relating to time

### **By the end of Key Stage 1, pupils will be able to:**

- develop an awareness of the past and know where the people and events they study fit within a chronological framework.
- make comparisons by identifying similarities and differences between life in different historical periods
- show an understanding of how we know about the past
- describe changes in living memory using historical vocabulary
- Recall some significant people from history and events beyond living memory

### **By the end of Key Stage 2, pupils will be able to:**

- develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time
- use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people
- understand how our knowledge of the past is constructed from a range of sources

- construct informed responses that involve thoughtful selection and organisation of historical information

### **A typical teaching sequence in history**

- Place the historical period being covered in the chronological context of previous learning, using a timeline.
- Connect learning to previous periods studied and recap key knowledge against the key concepts
- Identify and use key vocabulary related to historical enquiry and the period being studied
- Carry out historical enquiry using research, a range of sources and artefacts using elements of the key concepts
- Interpret their findings, make comparisons and draw conclusions using elements of the key concepts
- Identify and learn about significant people and events and the impact they had
- Communicate their historical knowledge and understanding in an appropriate way
- Evaluate what they have learned, identify key knowledge and compare with other historical periods and their own experiences

## Progressive Objectives

Our progressive objectives show what pupils should know and be able to do in each aspect of history by the end of each year group. These are used to support planning and the ongoing assessments of pupils' work. The **4 key concepts** of **community and culture, conflict and disaster, exploration and invention, hierarchy and power** are revisited throughout these units to allow pupils to make links and draw comparisons between different periods in history.

Year Group	Key content including domains of knowledge
EYFS	I can talk about things that have happened to me in my lifetime
Year 1	I can give examples of things that were different when my grandparents were children. I can know about a famous historical event or person in my local area and can explain why they are famous.
Year 2	I can recount and order the life of a famous historical figure I can explain why a historical figure was important and how they changed things I can describe significant events from beyond living memory and explain cause and consequence
Year 3	I can describe the changes in Britain between the <b>Stone Age</b> and <b>Iron Age</b> (relating to the key concepts) I can explain how we know about life in <b>Stone Age</b> and <b>Iron Age</b> Britain I can give an overview of the <b>Roman Empire</b> by 42AD and the power of its army. I can explain the impact of the <b>Roman invasion and settlement</b> (relating to the key concepts)
Year 4	I can explain where the <b>Anglo-Saxons</b> came from and why they invaded Britain I know that the <b>Scots</b> were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland. I know why the <b>Vikings</b> invaded Britain and why they were so successful I can explain the struggle between the <b>Anglo-Saxons</b> and the <b>Vikings</b> for the kingdom of England. I can research and complete a study about significant historical events from our <b>local area</b> I can explain how events from our <b>local area</b> had an impact beyond our region (relating to the key concepts)
	I know about and can explain the influence that <b>Ancient Greek</b> culture had on the world (relating to the key concepts)
	I can give an overview of <b>Ancient Greek</b> culture and history.
Year 5	I can explain the major achievements of one of the <b>earliest civilisation (e.g. Egypt)</b> . (relating to the key concepts) I understand that <b>Ancient Roman, Greek</b> and <b>Egyptian</b> cultures were all linked and place these civilisations on a timeline I can place a <b>non-European civilisation</b> on a time line along with major historical periods of the same time including British and European history.

Year 6	I can research and share my knowledge with others about a key aspect or theme in <b>British history from after 1066</b> (eg: the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)
	I can place a <b>non-European civilisation</b> on a time line along with major historical periods of the same time including British and European history.
	I can give a detailed overview of a <b>non-European civilisation</b> that contrasts with British history (relating to the key concepts)

**Second order concepts:** These are historical skills that are taught and applied through each unit of history. These skills build progressively as pupils move through the school.

Year Group	Chronology
EYFS	I can use language relating to time
EYFS	I can put events in order
1	I can use words and phrases like: before, after, past, present, then and now.
1	I can sequence events from within my lifetime on a timeline
2	I can order events on a timeline from beyond my lifetime
2	I can sequence events that occurred during a historical period
3/4	I understand the difference between BC, AD, BCE and CE
3/4	I can place dates and events on a timeline for a historical period
5	I can place key events from a period of history on a timeline in relation to one other period of history
5	I can use more accurate dates when describing and sequencing events
6	I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history
6	I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)

Year Group	Similarity and difference
EYFS	I can identify and describe similarities and differences between myself and others
EYFS	I can compare objects, animals and people using vocabulary of change
Year 1	I can describe change within living memory
Year 2	I can describe change beyond living memory
Year 1/2	I can spot old and new things in pictures.
Year 1/2	I can compare and contrast changes from a period of time, focusing on one or more of the 4 key concepts
Year 3/4	I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity
Year 3/4	I can describe similarities and differences between a period of history and now in relation to one or more of the 4 key concepts
Year 5/6	I can explain the differences in the lives of people from different social classes, cultures, religions or race

Year 5/6	I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the 4 key concepts
----------	--

<b>Year group</b>	<b>Cause and consequence</b>
EYFS	I can say why things happen and give explanations
Year 1/2	I can explain why a historical event happened and what happened as a result
Year 1/2	I can explain why an important person from history acted the way they did and what the impact of this was
Year 3/4	I can identify and give reasons for historical events and explain the impact
Year 3/4	I can explain how a historical event impacted on at least one of the 4 key concepts
Year 5/6	I understand the impact of historical events on later periods of history.
Year 5/6	I can evaluate how a historical event impacted on one or more of the 4 key concepts

<b>Year group</b>	<b>Continuity and change</b>
EYFS	I can observe and describe things that have changed and stayed the same during my life.
Year 1/2	I can explain what an object from the past might have been used for.
Year 1/2	I can identify things that have changed or stayed the same during my life and from times before living memory
Year 1/2	I can describe changes over time in relation to one or more of the 4 key concepts
Year 3/4	I can explain the links between significant events
Year 3/4	I can explain what changed and stayed the same in relation to at least one of the 4 key concepts
Year 5/6	I can summarise the main events from a period of history, explaining the order of events and making connections between them.
Year 5/6	I can justify how or why things changed or did not change over time in relation to one of the 4 key concepts

<b>Year group</b>	<b>Significance</b>
EYFS	I can recognise and describe special times or events for me, my friends or family
Year 1/2	I can explain how historical events and people changed things
Year 3/4	I can identify historically significant people and events and their impact
Year 5/6	I am aware of some pivotal events and people in modern British history
Year 5/6	I can evaluate the impact of key historical people and events

<b>Year group</b>	<b>Historical enquiry</b>
EYFS	I can find out about things that have happened in my life by asking questions and looking at pictures
Year 1/2	I can research the past using a variety of secondary sources.



Year 3/4	I can explore a range of secondary sources and can differentiate between fact and opinion.
Year 3/4	I can present the information I have learnt in a variety of ways
Year 3/4	I can use research skills to find answers to specific historical questions about our locality.
Year 3/4	I know the difference between primary and secondary sources.
Year 3/4	I can explain how historical artefacts can be used to help build up a picture of the past.
Year 5/6	I can evaluate the usefulness of primary and secondary sources in historical enquiry.
Year 5/6	I can use a range of information, including my own research, to present a historical argument
Year 5/6	I understand that some sources include facts and opinions and different evidence can lead to different conclusions