



History

Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

Understanding the World (Past and Present):

Children at the expected level of development will:

- 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.

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 [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.

Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- 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.



Year	Rubric Ref	Chronological awareness	Rubric Ref	Knowledge and understanding of significant aspects of history	Rubric Ref	Understand historical concepts	Rubric Ref	Organise, evaluate and communicate information
1	H1.1	<p>Pupils can sequence simple pictures within their own experiences. <i>A Day in the Life (Year 1)</i></p> <p>Pupils can begin to use appropriately terminology such as past, then and now. <i>A Day in the Life (Year 1)</i></p>	H1.2	<p>Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods. <i>A Day in the Life (Year 1)</i></p>	H1.3	<p>Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual. <i>A Day in the Life (Year 1)</i></p>	H1.4	<p>Pupils can write simple sentences to describe an event or period of time. <i>A Day in the Life (Year 1)</i></p> <p>Pupils can obtain ideas about the past from pictures. <i>A Day in the Life (Year 1)</i></p>
2	H2.1	<p>Pupils can identify similarities and differences between their lives and events studied. <i>From A to B (Year 2), Buildings (Year 2), Time travellers (Year 2)</i></p> <p>Recognise that dates are used to identify when events happened in the past. <i>From A to B (Year 2), Buildings (Year 2), Time travellers (Year 2)</i></p>	H2.2	<p>Pupils can draw simple conclusions and deduce information on the past from pictures and information. <i>From A to B (Year 2), Buildings (Year 2), Time travellers (Year 2)</i></p> <p>Pupils are beginning to give simple reasons why changes occurred in the past. <i>From A to B (Year 2), Buildings (Year 2), Time travellers (Year 2)</i></p>	H2.3	<p>Pupils can give more than one effect of an event and give simple explanations. <i>From A to B (Year 2), Time travellers (Year 2)</i></p>	H2.4	<p>Pupils can describe an event using temporal markers (adverbial of time) to show structure. <i>From A to B (Year 2), Buildings (Year 2), Time travellers (Year 2)</i></p> <p>Pupils can connect ideas and give simple phrases as to why an event occurred. <i>From A to B (Year 2), Buildings (Year 2), Time travellers (Year 2)</i></p>



Year	Rubric Ref	Chronological awareness	Rubric Ref	Knowledge and understanding of significant aspects of history	Rubric Ref	Understand historical concepts	Rubric Ref	Organise, evaluate and communicate information
3	H3.1	<p>Pupils have some awareness of the different periods of the past and can identify some of the differences and similarities between the periods.</p> <p>Scavengers and Settlers (Year 3), Fashion (Year 3)</p>	H3.2	<p>Pupils have knowledge and understanding of some of the main events, people and changes from the past.</p> <p>Scavengers and Settlers (Year 3), Fashion (Year 3)</p>	H3.3	<p>Pupils can give reasons for and results of the main events and changes.</p> <p>Scavengers and Settlers (Year 3)</p> <p>Pupils can describe and explain simple concepts such as Cause and effect.</p> <p>Scavengers and Settlers (Year 3)</p>	H3.4	<p>Pupils can identify some of the different ways in which the past is represented from multiple sources.</p> <p>Scavengers and Settlers (Year 3), Fashion (Year 3)</p>
4	H4.1	<p>Pupils can describe and compare different periods from the past.</p> <p>Temples, Tomb and Treasures (Year 4), All Aboard (Year 4)</p> <p>Pupils have an awareness and can describe how people’s lives have shaped this nation.</p> <p>Different Places, Similar lives (Year 4), All Aboard (Year 4)</p>	H4.2	<p>Pupils can explain some of the main events and give reasons for, and results of, the changes.</p> <p>Temples, Tomb and Treasures (Year 4), Different Places, Similar Lives (Year 4), All Aboard (Year 4)</p> <p>Pupils can make connections between local, regional, national and international history</p> <p>Different Places, Similar Lives (Year 4), All Aboard (Year 4)</p>	H4.3	<p>Pupils can describe and explain simple concepts such as Cause and effect.</p> <p>Temples, Tomb and Treasures (Year 4), Different Places, Similar Lives (Year 4), All Aboard (Year 4)</p> <p>Pupils can understand more complex, abstract concepts.</p> <p>Temples, Tomb and Treasures (Year 4), Different Places, Similar Lives (Year 4), All Aboard (Year 4)</p>	H4.4	<p>Pupils can understand that aspects of the past have been represented and interpreted in different ways.</p> <p>Temples, Tomb and Treasures (Year 4), All Aboard (Year 4)</p>



Year	Rubric Ref	Chronological awareness	Rubric Ref	Knowledge and understanding of significant aspects of history	Rubric Ref	Understand historical concepts	Rubric Ref	Organise, evaluate and communicate information
5	5.1	Pupils can describe significant features from time periods and know how Britain has been influenced by the wider world. The Great, the Bold and the Brave (Year 5), AD 900 (Year 5)	5.2	Pupils can understand why some civilisations have been successful and why others have not. The Great, the Bold and the Brave (Year 5), AD 900 (Year 5)	5.3	Pupils develop a secure knowledge and understanding of British, local and world history and note connections; draw contrasts; analyse trends and ask questions about the past. The Great, the Bold and the Brave (Year 5), AD 900 (Year 5)	5.4	Pupils can evaluate sources and identify those that are useful to the task. The Great, the Bold and the Brave (Year 5), AD 900 (Year 5) Pupils are beginning to make use of dates and terms to structure their work. The Great, the Bold and the Brave (Year 5), AD 900 (Year 5)
6	6.1	Pupils make appropriate use of dates and specialist terms. What Price Progress (Year 6), The Story of English (Year 6)	6.2	Pupils have a depth of factual knowledge and understanding of Britain and the wider world. What Price Progress (Year 6), The Story of English (Year 6) Pupils can identify features and make links between past societies and periods. What Price Progress (Year 6), The Story of English (Year 6)	6.3	Pupils use historical concepts to create their own structured accounts, including written narratives and analyses. What Price Progress (Year 6), The Story of English (Year 6)	6.4	Pupils can understand the methods of historical enquiry, including how evidence is used and discern how and why contrasting arguments and interpretations of the past have been constructed. What Price Progress (Year 6), The Story of English (Year 6)



Intent

IPC units of study offer a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. IPC units of work aim to develop historical skills, knowledge and understanding, which are transferable to whatever period of history is being studied and will equip children for future learning. The key historical skills, knowledge and understanding, which are revisited throughout different units, are: **an awareness of chronology; knowledge and understanding of significant aspects of history; an understanding of historical concepts and to be able to organise, evaluate and communicate information.**

The coverage of history in **KS1** such as 'The Magic Toymaker (Y2) and "A Day in the Life' (Y1), 'From A to B (Y2) and 'Buildings' (Y2) enables children to acquire an understanding of time, events and people in their memory and their parents' and grandparents' memories as well as an opportunity to study historical events in their own locality. There are opportunities to study the lives of significant individuals in the past who have contributed to national and international achievements through the topic 'Time travellers' (Y2)

For **KS2**, we have a curriculum that allows a full opportunity for children to grasp the difficult concept of the passing of time (chronology). The intent in KS2 is that children can study British history in chronological order, from ancient history such as 'changes in Britain from Stone Age to the Iron Age' (Scavengers and Settlers, Y3) through to the Viking and Anglo-Saxon struggle for the Kingdom of England (The Great the Bold and the Brave, Y5 and The Story of English, Y6). They also have the opportunity to study more modern history such as the railways in the topic 'All Aboard' (Y4). Our curriculum also allows children to embed this sequence of chronology with a wider selection of ancient history such as the achievements of the earliest civilizations ('Temples, Tomb and Treasures', Y4 and 'AD 900', Y5). Throughout all of KS2 children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt and the Stone Age.

Implementation

In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. Revision should become part of good practice and ultimately help to build a depth to their historical understanding. Through revisiting and consolidating skills, our lessons and resources and display material help children build on prior knowledge alongside introducing new skills and challenge. The IPC have suggested a specific series of lessons for each unit, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning and to ensure National Curriculum content coverage. The diagram to the right demonstrates our approach to teaching each unit: The revision and introduction of key vocabulary should also be built into each lesson. This vocabulary should then be included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise. Adult guides and accurate historical subject knowledge are provided within IPC units to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history, to see how it has shaped the world they live in and to develop a sense of chronology across time periods studied.



Impact

The impact of using the full range of resources, including display materials and timelines, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and topic overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, formative assessment rubrics (aimed at targeting next steps in learning) which will lead to end of year summative assessments and end of year subject reviews that will inform the following year's action plan.