

**History (December 2019)**

**Vision**

We aim to ignite children's curiosity about the past so they begin to understand how society in Britain and the wider world has been shaped. We also want to help children understand their own identities and the challenges of our time. When learning about the past, we want them to understand the complexities of people's lives. We encourage children to compare people's experiences, discuss the reasons for events and explore the process of change. We make full use of London's rich history for trips and forge good links with local museums such as The Museum of London, The Geffrye Museum and The Museum of Childhood.

**History - Knowledge and Skills Progression**

Early Years Foundation Stage: The progression in History skills starts in the EYFS as, *Understanding the World- People, Culture & Communities* with children talking about themselves and their families and their shared experiences. When reading stories and noticing images teachers and children talk about things that are familiar and those from the past.

KNOWLEDGE		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key historical themes	Significant historical people, events and times locally and nationally	Event beyond living memory that was significant nationally (Gunpowder Plot)  The lives of significant individuals in the past who have contributed to national and international achievements (In the Dark – Guy Fawkes, Home Sweet Home – Zaha Hadid, Castles-Queen Elizabeth I).	Events beyond living memory that are significant nationally or globally (Fire of London)  Significant historical events, people and places in their own locality (Transport, Fire of London, Musicians, Naturalists).	A local history study of immigration to Brick Lane.  Changes in Britain from the Stone Age to the Iron Age.	The Roman Empire and its impact on Britain.	Anglo Saxons and Vikings, the struggle for the kingdom up to 1066  A significant turning point in British history that extends pupils' chronological knowledge beyond 1066 (Victorians)	A significant turning point in British history that extends pupils' chronological knowledge beyond 1066 (World War 2)
	Lives of children	Changes within living memory (clothes).  Compare aspects of life in different periods (life in castles).			The Roman Empire and its impact on Britain.	An aspect/theme in British history that extends pupils' chronological knowledge.  Children - Victorian street children	An aspect/theme in British history that extends pupils' chronological knowledge.  Children – WW2 Evacuees on the Home Front. Refugees on the Kindertransport

	<b>Other civilizations</b>			<p>The achievements of the earliest civilizations.</p> <p>An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>	<p>A non-European society that provides contrasts with British history.</p> <p>Mayan civilization</p>		<p>Ancient Greece</p> <p>The legacy of Ancient Greece on the western world.</p>
	<b>Invasion and settlement</b>				<p>The Roman Empire and its impact on Britain.</p>	<p>The Anglo Saxon and Viking struggle for the Kingdom of England up to 1066</p>	

<b>SKILLS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Understanding chronology</b>	<p>Sequence events in their life.</p> <p>Sequence 3 or 4 artefacts or photos from distinctly different periods of time.</p>	<p>Sequence events, artefacts or photos in time.</p>	<p>Place the time studied on a time line.</p>	<p>Place the time studied on a time line.</p> <p>Use words: century, decade, after, before, during.</p>	<p>Place events from a period on a time line.</p> <p>Use words: BCE, CE, century, decade, after, before, during.</p>	<p>Place events from a period on a time line.</p> <p>Know key periods: BCE, CE, Egyptians, Romans, Anglo Saxons/Vikings, Victorians and Today.</p>
<b>Enquiry - questions and sources</b>	<p>Find answers to simple questions about the past from sources of information.</p>	<p>Observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details in artefacts, pictures etc.</p> <p>Select and record information relevant to the study.</p> <p>Ask and answer a range of questions about the past, considering aspects of change, cause, similarity and difference and significance.</p>	<p>Use evidence from more than one source to build up a picture of a past event.</p> <p>Ask and answer a range of questions about the past, considering aspects of change, cause, similarity and difference and significance.</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence from sources to build up a picture of life in the time studied.</p> <p>Select relevant sections of information.</p> <p>Ask and answer a range of questions about the past, considering aspects of change, cause, similarity and difference and significance.</p>	<p>Recognise primary and secondary sources.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Bring knowledge from several sources together in a fluent account.</p> <p>Ask and answer a range of questions about the past considering aspects of change, cause, similarity and difference and significance.</p> <p>Realises that there is often not a single answer to a historical question.</p>
<b>Interpretations of History</b>	<p>Begin to identify different ways to find out about the past - artefacts, pictures, stories, people, museums etc.</p>	<p>Identify different ways to find out about the past - artefacts, pictures, stories, people, museums etc.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p>	<p>Understand that different versions of the past may exist, giving some reasons for this.</p>

<b>Change and continuity</b>	Sort artefacts – then and now.  Discuss change and continuity in an aspect of life eg. Houses	Sort artefacts then and now.  Discuss change and continuity in an aspect of life eg. Houses	Make comparisons between historical periods. Describe things that have changed and things that have stayed the same.	Make comparisons between historical periods. Describe things that have changed and things that have stayed the same.	Discuss change and continuity within and between periods.  Describes how some changes affect life today.	Discuss change and continuity within and between periods.  Describes how some changes affect life today.
<b>Cause and consequence</b>	Recognise what happened as a result of events or people's actions	Recognise what happened as a result of events or people's actions	Identify and give reasons for events, situations and changes.  Identify some of the results of historical events, situations and changes.  Understand how Britain has been shaped.	Identify and give reasons for events, situations and changes.  Identify some of the results of historical events, situations and changes.  Understand how Britain has been shaped.	Begin to offer explanations about why people in the past acted as they did.  Identify some of the results of historical events, situations and changes.  Understand how Britain has been shaped.	Offer explanations about why people in the past acted as they did.  Identify some of the results of historical events, situations and changes.  Understand how Britain has been shaped.
<b>Similarity and difference within a time period</b>	Make simple observations about different types of people.	Make simple observations about different types of people.	Describe diverse experiences in a time period.	Describe diverse experiences in a time period.	Describe diverse experiences in a period.	Describe diverse experiences in a period.
<b>Significance</b>	Talk about who was important.	Talk about who was important.	Identify significant people and events in situations.	Identify significant people and events in situations.	Identify significant people and events in situations.	Identify significant people and events in situations.