

Guston church of england primary school

**Objectives By Year group**

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| **SUBJECT: History** |

**Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**Aims**

The national curriculum for history aims to ensure that all pupils:

know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world

know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’

understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed

gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

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|  | **Skills** | **Knowledge** |
| **EYFS** |  |  |
| **YEAR 1** | I can find answers to some simple questions about the past from simple sources of information. (Historical enquiry)  I can describe some simple similarities and differences between man made objects. (Historical enquiry)  I can sort historical objects from 'then' and 'now'. (Historical enquiry)  I can ask and answer relevant basic questions about the past. (Historical enquiry)  I can relate my own account of an event and understand that others may give a different version. (Historical interpretations)  I can talk, draw or write about aspects of the past. (Organisation and communication) | I can place known events in the order of when they happened. (Chronological understanding)  I can sequence events and recount changes within living memory (chronological understanding). (Chronological understanding)  I can use common words and phrases relating to the passing of time. (Chronological understanding  I can understand key features of events. (Understanding of events, people and changes)  I can identify some similarities and differences between ways of life in different periods. (Understanding of events, people and changes) |
| **YEAR 2** | I can ask and answer questions, choosing and using parts of stories and other sources to show that I know and understand key features of events. (Historical enquiry)  I can show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. (Historical enquiry)  I can use a wide vocabulary of everyday historical terms. (Organisation and communication)  I can speak about how I have found out about the past. (Organisation and communication)  I can record what I have learned by drawing and writing. (Organisation and communication) | I can show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)  I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods. (Chronological understanding)  I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes) |
| **YEAR 3** |  | I can use an increasing range of common words and phrases relating to the passing of time. (Chronological understanding)  I can describe memories of key events in his/her life using historical vocabulary. (Chronological understanding) |
| **YEAR 4** | I can use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)  I can use a variety of resources to find out about aspects of life in the past (historical enquiry). (Historical enquiry)  I can understand that sources can contradict each other. (Historical interpretations)  I can explain what I have learned in an organised and structured way, using appropriate terminology. (Organisation and communication) | I can place some historical periods in a chronological framework. (Chronological understanding)  I can use historic terms related to the period of study. (Chronological understanding) |
| **YEAR 5** | I can compare sources of information available for the study of different times in the past. (Historical enquiry)  I can make comparisons between aspects of periods of history and the present day. (Historical interpretations)  I can understand that the type of information available depends on the period of time studied. (Historical interpretations)  I can evaluate the usefulness of a variety of sources. (Historical interpretations)  I can present findings and communicate knowledge and understanding in different ways. (Organisation and communication)  I can provide an account of a historical event based on more than one source. (Organisation and communication) | I can use dates to order and place events on a timeline. (Chronological understanding) |
| **YEAR 6** | I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. (Historical enquiry)  I can construct informed responses that involve thoughtful selection and organisation of relevant historical information. (Historical enquiry)  I can understand how our knowledge of the past is constructed from a range of sources. (Historical enquiry)  I can make confident use of a variety of sources for independent research. (Historical enquiry) | I can describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across periods. (Understanding of events, people and changes)  I can note connections, contrasts and trends over time and show some use of historical terms. (Understanding of events, people and changes)  I can describe changes in Britain from the Stone Age to the Iron Age. (Understanding of events, people and changes)  I can describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes)  I can describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes)  I can describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes)  I can describe a local history study. (Understanding of events, people and changes)  I can describe a study of an aspect or theme in British history beyond 1066. (Understanding of events, people and changes)  I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them. (Understanding of events, people and changes)  I can describe a study of Ancient Greek life and achievements and their influence on the western world. (Understanding of events, people and changes)  I can describe a non-European society that provides contrasts with British history. (Understanding of events, people and changes)  I can use evidence to support arguments. (Understanding of events, people and changes) |

**Key stage 1**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

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**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

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

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