



This programme of study follows on from the history studied in:

EYFS - Children talk about past and present events in their own lives and in the lives of family members.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

Year 1 - Homes in the past- I can describe what houses are like today and how they have changed from the past.

Castles- I can describe what it must have been like to live in a castle in the past.

Seaside in the past- I can describe similarities and differences between seaside holidays now and in the past. I can identify how I found out about seaside's in the past.

Year 2 - The lives of significant individuals in Britain's past who have contributed to our nation's achievements - medical pioneers - Florence Nightingale, Mary Seacole, Edith Cavell

Significant historical events, people and places - Great Fire of London, World War 2 Evacuees.

Year 3 - Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain

Ancient Greece – a study of Greek Life and achievements and their influence on the western world.

Year 4 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Tudors

Year 5 - A non-European society that provides contrasts with British history - Mayan civilization c. AD 900.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history, World War 2

Study

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-the changing power of monarchs using case studies – Victoria
- A local history study – Aston Hall

To investigate and interpret the past

Year 1/2

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Identify some of the different ways the past has been represented.

Year 3/4

- Use evidence to ask questions and find answers to questions about the past. Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

Year 5/6

- Use sources of evidence to deduce information about the past.
- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Sift evidence and select appropriate sources.
- Understand the need to use a range of information from a wide variety of sources.
- Evaluate the reliability of sources.
- Create and test hypotheses, using evidence to make claims.



To build an overview of world history

Year 1/2

- Describe historical events.
- Describe significant people from the past.
- Recognise that there are reasons why people in the past acted as they did.

Year 3/4

- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Year 5/6

Identify continuity and change in the history of the locality of the school.
 Give a broad overview of life in Britain from ancient until medieval times.
 Compare some of the times studied with those of other areas of interest around the world.
 Describe the social, ethnic, cultural or religious diversity of past society.
 Build upon a growing knowledge about the significant people and events that have shaped our nation and the world.
 Look at history from different cultural perspectives.
 Understand how some of the political, religious, social and economic circumstances that prevail today may be linked to past events throughout history.

To understand chronology

Year 1/2

- Place events and artefacts in order on a time line.
- Label time lines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.

Year 3/4

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

Year 5/6

- Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
- Identify periods of rapid change in history and contrast them with times of relatively little change.
- Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
- Use dates and terms accurately in describing events.
- Understand the changes within and between time periods.
- Understand how some changes take centuries whilst others are more rapid and give examples with evidence.

To communicate historically

Year 1/2

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Year 3/4

- Use appropriate historical vocabulary to communicate, including:
- Dates, time period, era, change chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Year 5/6

- Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.
- Become fluent in the use of historical vocabulary and techniques.