

Intent

Our History curriculum is intended to inspire children's curiosity and encourage them to ask and answer questions about the past. Through our History curriculum we aim to teach children the importance of analysing evidence, thinking critically, appreciating different perspectives and developing informed judgements. Children will gain knowledge and skills, not just through experiences within the classroom, but through fieldwork and educational visits, enabling them to gain a deep understanding of the people and events that shaped our world today.

Skills	Nursery and Year R	Year 1	Year 2	Year 3	Year 4
National Curriculum	ELG Pupils should be taught about: - lives of the people around them and their roles in society - similarities and differences between things in the past and now, drawing on their experiences and what has been read in class - the past through settings, characters and events encountered in books read in class and storytelling	Pupils should be taught about: - changes within living memory. - events beyond living memory that are significant nationally or globally. - the lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods. - significant historical events, people and places in their own locality.		Pupil 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 non-European society that provides contrast with British history; Mayan civilisation	
Chronological Understanding	Talk about the lives of people around them and their roles in society.	Sequence 3 or 4 events or 2 related objects in order. Remember part of stories and memories about the past. Use words and phrases: now, then, old, new, long ago.	Put 5 events or 3 related objects in order using a given scale. Recount changes in own life over time. Use 'past' and 'present' when telling others about an event. Understand the words chronology, past and timeline. Use words and phrases: before, after, now, later.	Use timelines to place at least 5 events in chronological order. Understand that timelines can be divided into BC and AD. Use and understand historical words and phrases e.g. century, decade, era.	Order significant events and dates from the period studied on a timeline. Describe the main changes in a period of history. Use terms related to the period and begin to date events. Use and understand historical words and phrases e.g. century, decade, BC, AD, ancient civilisation, period.
Range and Depth of Historical Knowledge	Know some similarities and differences between things in the past and now.	Tell the difference between past and present in own and other people's lives, including the lives of significant people. Recall some facts about people and events before living memory.	Use evidence to explain why people in the past may have acted in the way they did. Describe differences between the past and present. Use information to describe the past.	Find out about the everyday lives of people in the time studied – use evidence to describe the culture, leisure activities, clothing, buildings, way of life and actions of people in the past. Compare aspects of everyday life with our life today.	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed.

			Recount the main events from a significant event in history.	Identify reasons for and results of people's actions.	Describe similarities and differences between people, events and artefacts studied. Describe how some of the things from the past have influenced life today.
Historical Interpretation	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Look at books, videos, photos, pictures and artefacts to find out about the past.	Look at and use books, pictures, stories, eye-witness accounts, photos, artefacts, buildings and visits to find out about the past. Compare pictures or photos of people or events in the past.	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.

Skills	Year R	Year 1	Year 2	Year 3	Year 4
Historical Enquiry	Draw on their experiences and what has been read in class.	Begin to identify different ways in which the past is represented. Explore events, look at pictures and ask questions e.g. 'Which things are old and which are new?' or 'What were people doing?'. Look at objects from the past and ask questions e.g. 'What were they used for?' and try to answer.	Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.	Use documents, printed sources, pictures, photos, artefacts, historical sites and visits to collect information about the past. Begin to use the internet for research. Ask questions and find answers about the past.	Understand the difference between primary and secondary sources of evidence. Use documents, printed sources, pictures, photos, artefacts, historical buildings and visits to collect information about the past. Use the internet for research Ask questions and find answers about the past.
Organisation and Communication	Talk about the lives of people around them and their roles in society.	Sort events or objects into groups e.g. then and now. Show knowledge and understanding about the past in different ways e.g. drawing, writing, talking, role-play.	Describe objects, people and events in history. Communicate ideas about people, objects or events from the past through speaking, writing, drawing, role-play, storytelling and ICT.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and ICT. Use dates and terms with increasing accuracy.	Communicate knowledge and understanding about the past using different genres of writing, drawing, diagrams, data-handling, drama, storytelling and ICT. Use dates and historical terms correctly.
Vocabulary	Today, yesterday, tomorrow, past, present, future, day, week, month, calendar, old, new, parent, grandparent, great grandparent, memory, remember	Now, then, old, new, long ago, in the past, past, present, living memory, artefacts,	Past, present, chronological order, sequence, before, after, now, later, artefacts, timeline, beyond living memory, similar, different, cause, consequence,	Timelines, chronological order, AD, BC, century, decade, era, artefacts, past, present, periods of time, years ago, evidence, empire, time period	century, decade, BC, AD, ancient civilisation, period, timelines, era, primary sources of evidence, secondary sources of evidence, past, present, cause, consequence, empire, civilisation, time period