



All Saints C of E Primary School

Continuing the
History Journey





The more you know about
the past, the better
prepared you are for the
future.

Theodore Roosevelt



History

Strands

1. Chronological Knowledge and Understanding.
2. Historical Concepts
 - Similarities and Differences
 - Significance
 - Continuity and Change
 - Cause and Consequence
3. Historical Enquiry and Interpretations of History.
4. Historical Terms

Unit Frame

Problem or Question

A stimulus to start the unit which will be addressed at the end of the unit when the children present their findings

(Language of Prediction / Hypothesis)



Investigate

Children should use historical sources to collect information.

(Language of Description / Comparison)



Chronology

Places events in order and also within broader historical timeframes.

(Language of Sequencing / Retelling)



Analyse

Analyse the information found using the historical concepts listed above.

(Language of Comparison / Hypothesis / Opinion / Deduction)



Present

Present in a variety of ways including historical vocabulary.

(Language of Explanation / Opinion / Argument)

Past and Present

Know some similarities and differences between things in the past and now in relation to life style during toy topic.

Talk about the lives of different characters and their role in society during stories.

Talk about the lives of people around them.

Understand how they themselves have changed over time .

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Old and new toys box. * Family tree interactive display. * Big talk bags (families and friends) activities/toys for groups, independent play. 	<ul style="list-style-type: none"> * All about me topic * Growing topic - how I change over time. * Toys old and new similarities and differences. * Circle time * Big talk Families and friends 	<ul style="list-style-type: none"> * Making links between past and present.
	<ul style="list-style-type: none"> * Remote controlled toys * Toys with batteries 	

Reception

Past and Present

Comment on images of familiar situations in the past.

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 in stories and non- fiction texts.

Learn about how things change over time, growing and changing, people, plants, animals.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none">* Train sets old and new.* Cars old and new.* People who help us small world* People who help us dress up role play.	<ul style="list-style-type: none">* PWHU topic, jobs and roles in society.* TRANSPORT topic old and new.* Books and stories* GROWING Topic , plants, people, animals.* Seasons big talk sessions.* Sessions on artists, Arkimboldo, Monet.	<ul style="list-style-type: none">* Watch and observe looking for changes and making links.
	<ul style="list-style-type: none">* Discovery espresso	

Breadth of Study

KEY STAGE I

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- 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).
- Significant historical events, people and places in their own locality.

POSSIBLE EVENTS, PEOPLE OR PERIODS**YEAR GROUP**

- | | |
|--|---------|
| | Y1 & Y2 |
| • Great Fire of London. | Y2 |
| • The first aeroplane flight. | |
| • Events commemorated through festivals or anniversaries. | Y1 & Y2 |
| • Elizabeth I and Queen Victoria. | Y1 |
| • 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. | Y2 |

Y1

KEY STAGE 2

- Changes in Britain from the Stone Age to the Iron Age.
- Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- Local history study
- Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- Achievements of the earliest civilizations - on overview of where and when the first civilizations appeared and a depth study of one.
- Ancient Greece
- Non-European society that provides contrasts with British history.

POSSIBLE EVENTS, PEOPLE OR PERIODS

YEAR GROUP

<ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture. 	Y5
<ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD42 and the power of its army. Successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including Christianity. 	Y3
<ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots invasion from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements and kingdoms: place names and village life. Anglo-Saxon art and culture. Christian conversion - Canterbury, Iona and Lindisfarne. 	Y3
<ul style="list-style-type: none"> Viking raids and invasion. Resistance by Alfred the Great and Athelstan, first king of England. Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the Confessor and his death in 1066. 	Y4
<ul style="list-style-type: none"> A depth study linked to one of the British areas of study listed. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066). A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. 	Y3, Y4, Y5 & Y6
<ul style="list-style-type: none"> The changing power of monarchs using case studies such as John, Anne and Victoria. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century. The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. A significant turning point in British history, for example, the first railways or the Battle of Britain. 	Y5
<ul style="list-style-type: none"> Ancient Sumer The Indus Valley Ancient Egypt The Shang Dynasty Ancient China 	Y4
	Y6
<ul style="list-style-type: none"> Early Islamic civilization (including a study of Baghdad c AD 900). Mayan civilization c. AD 900. Benin (West Africa) c. AD900-1300. 	Y6

Chronological Knowledge and Understanding _____

YEAR 1

- Know events happened and that people lived in the past.
- Sequence some events or 2 related objects, in order.
- Use common words and phrases about the passing of time, including calendar time.
- Remember some parts of stories and memories about the past.

YEAR 2

- Know where people and events studied fit within chronology.
- Put objects and 3 events into time order.
- Use words about the passing of time, including clock time, calendar time and language like before, after, long time ago, past etc.

YEAR 3

- Place an artefact/object/event within a chronological framework.

YEAR 4

- Talk about where the event/person fits in chronology.
- Show an understanding of chronology by being increasingly aware that the past can be divided into different historical terms and dates (e.g. Tudor, century).

YEAR 5

- Can place various events/people into chronological framework.

YEAR 6

- Have a chronological secure knowledge of British, local and world history.
- Understand chronology, sequence, local, national and international events and use appropriate terms related to the passing of time.
- Use the skills above when they show their knowledge and understanding when describing events.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know that they belong to various groups and communities such as family and school.

Use wide vocabulary of everyday historical terms e.g.: Day, Month, Year, Long ago, Past, Present, Old, New etc.

Ordinal numbers
Time

Timelines
Calendar
Texts
Sources
Artefacts

- Know that they belong to various groups and communities such as family and school.

Use wide vocabulary of everyday historical terms e.g.: Day, Month, Year, Long ago, Past, Present, Old, New etc.

Ordinal numbers
Time

Timelines
Calendar
Texts
Sources
Artefacts

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Develop the appropriate use of historical terms e.g.: Civilisation, Empire, Peasant, Monarch, Rich, Medieval, Tudor, Stone Age etc.

Ordinal numbers
Time

Timelines
Calendar
Texts
Sources
Artefacts

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Ordinal numbers
Time

Timelines
Calendar
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Ordinal numbers
Time

Timelines
Calendar
Texts
Sources
Artefacts

Historical Concepts

YEAR 1

Similarities and Differences

- Identify some similarities and differences between the period studied and today.
- Tell the difference between past and present in their own and other people's lives.

Significance

- Make simple observations of people and events within a period studied.

Cause and Consequence

- Give a simple explanation as to why a person did something or why an event happened.

YEAR 2

Similarities and Differences

- Identify some similarities and differences between two periods studied.
- Tell the difference between aspects of their own life and aspects of life as it used to be in the past.

Significance

- Make observations about different people, events and beliefs in a society studied.
- Talk about who was important in a simple historical account.

Cause and Consequence

- Explain why an event happened and what happened as a result.

YEAR 3

Similarities and Differences

- Talk about similarities and differences across the historical periods studied.
- Know and understand about some of the main events, people and changes in the periods of time which they have studied.

Significance

- Identify the significant people and events in a period.

Change and Continuity

- Give some examples of the changes and the results of changes in the period.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know that they belong to various groups and communities such as family and school.

Comparison
Description
Explanation
Hypothesis
Comparative language

Ordinal numbers
Time

Texts
Sources
Artefacts

- Know that they belong to various groups and communities such as family and school.

Comparison
Description
Explanation
Hypothesis
Deduction
Comparative language
Adjectives / adverbs

Ordinal numbers
Time

Texts
Sources
Artefacts

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.

Comparison
Description
Explanation
Hypothesis
Deduction
Comparative language
Adjectives / adverbs
Period

Ordinal numbers
Time

Texts
Sources
Artefacts

Historical Concepts

YEAR 4

Similarities and Differences

- Make links between periods by describing similarities and differences.

Significance

- Identify aspects of the social, cultural, religious and ethnic diversity of the societies/periods studied.
- Describe/talk about significant people in the period studied.

Change and Continuity

- Give reasons for and/or results of the main events and changes in the periods of time which they have studied.

Cause and Consequence

- Suggest why people in the past acted as they did.
- Begin to talk about why something might have happened in a period studied.

YEAR 5

Significance

- Identify an important event and significant person in the period studied.

Change and Continuity

- Describe the events and changes across different periods.

Cause and Consequence

- Give valid/accurate reasons for changes and historical events in periods studied.

YEAR 6

Significance

- Identify some of the ideas, beliefs, attitudes and experiences of men, women and children to identify the social, cultural, religious and ethnic diversity of the societies/periods studied, both in Britain and the wider world.

Change and Continuity

- Describe/make links between main events, situations and changes within and across different periods/societies studied.

Cause and Consequence

- Identify and give reasons for historical events, situations and changes within the period studied.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.

Comparison
Explanation
Hypothesis
Opinion
Deduction
 Comparative language
 Adjectives / adverbs
 Period
 Significant
 Aspect

Statistics
 Ordinal numbers
 Time

Texts
 Sources
 Artefacts

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.

Explanation
Hypothesis
Opinion
Deduction
 Comparative language
 Adjectives / adverbs
 Period
 Significant
 Aspect

Statistics
 Ordinal numbers
 Time

Texts
 Sources
 Artefacts

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.

Explanation
Hypothesis
Opinion
Deduction
 Comparative language
 Adjectives / adverbs
 Period
 Significant
 Aspect
 Events / situations
 Social, cultural, religious,
 ethnic diversity.

Statistics
 Ordinal numbers
 Time

Texts
 Sources
 Artefacts

Historical Enquiry and Interpretations of History

YEAR 1

Enquiry

- Begin to identify and recount some details from the past from sources (e.g. pictures, stories).
- Find answers to simple historical questions using sources/objects.
- Use sources to begin to describe what happened in the past.

Interpretation

- Show what they know and understand in different ways (e.g. speaking, role play and drawing).

YEAR 2

Enquiry

- Ask and answer simple questions about the historical period studied by observing or handling sources of information (e.g. objects, pictures, people talking about their past, buildings, written sources).
- Understands some of the ways we find out about the past (e.g. photo, film, objects, newspapers etc).
- Begin to understand why people did things in the past, and how this past has been represented (sources).
- Choose and use parts of stories and sources to show understanding (link to concepts).

Interpretation

- Show what they know and understand in different ways (e.g. speaking, role play and drawing).

YEAR 3

Enquiry

- Regularly answer historical questions by using sources of information.
- Identify ways in which the past is represented (e.g. artist's pictures, museum displays, writing).
- Talk about an artefact/source describing some of the features.

Interpretation

- Show what they know and understand in different ways (e.g. speaking, role play, drawing, writing) and use some special terms like monarch, settlement, invasion.

YEAR 4

Enquiry

- Begin to sort sources, discussing how useful they may be.
- Construct an historically valid question.
- Make detailed observations and begin to make inferences/deductions from sources of information (e.g. objects, pictures, people talking about their past, buildings, music, written sources).

Interpretation

- Talk about an artefact/source and describe how it is linked to the period.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

Description
Explanation
Deduction
Hypothesis
Opinion
 Question starters
 Source

Ordinal numbers
 Time

Texts
 Sources
 Artefacts

- Think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.

Description
Explanation
Deduction
Hypothesis
Opinion
 Question starters
 Source
 Information
 Represent

Statistics
 Ordinal numbers
 Time

Texts
 Sources
 Artefacts

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Deduction
Explanation
Hypothesis
Opinion
 Question starters
 Source / artefact
 Information
 Represent

Statistics
 Ordinal numbers
 Time

Texts
 Sources
 Artefacts

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Deduction
Explanation
Hypothesis
Opinion
 Question starters
 Source / artefact
 Information
 Represent
 Infer / deduce

Statistics
 Ordinal numbers
 Time

Texts
 Sources
 Artefacts

Historical Enquiry and Interpretations of History

YEAR 5

Enquiry

- Know that different versions of the past exist.
- Use sources to describe what happened during the event/period studied.
- Show how some aspects of the times they have been studying have been represented and interpreted in different ways.
- Choose a relevant source to support a narrative about the historical period.

Interpretation

- Use dates and times to do with the passing of time (e.g. century, decade, BC, AD) when they write down the knowledge and understanding of what they have learned.
- Understand and use special words correctly (e.g. invasion, settlement, monarch, trade).

YEAR 6

Enquiry

- Answer and ask historical questions.
- Know that knowledge of the past is constructed from a range of sources.
- Construct informed responses, using sources.
- Select and organise relevant historical information.
- Give reasons why different versions of the past exist.
- Begin to research, select and combine information from sources of information about the past so that they can find answers to historical questions, and test hypotheses.

Interpretation

- Begin to produce structured writing, making appropriate use of the dates and special words which they know and understand.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Comparison
Explanation
Deduction
Hypothesis
Question starters
Source / artefact
Information
Represent / interpret
Infer / deduce
Language of time (inc. BC / AD, century, decade etc).
Invasion
Settlement
Monarch
Trade

Statistics
Ordinal numbers
Time

Texts
Sources
Artefacts

- To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.

Comparison
Explanation
Deduction
Hypothesis
Question starters
Source / artefact
Information
Represent / interpret
Infer / deduce
Language of time (inc. BC / AD, century, decade etc).
Invasion
Settlement
Monarch
Trade

Statistics
Ordinal numbers
Time

Texts
Sources
Artefacts



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