



History Curriculum

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
History skills	<p>Understanding the world-people and communities 30-50 months</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. <p>40-60 months Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal Children talk about past and present events in their own</p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Where people and events fit within a chronological timeline.</p> <p>Use a wide vocabulary of historical terms.</p> <p>Ask and answer questions using historical sources to show understanding of key events.</p> <p>Use a range of sources to find out about the past and identify different ways in which it is</p>	<p>Develop awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Where people and events fit within a chronological timeline.</p> <p>Use a wide vocabulary of historical terms.</p> <p>Ask and answer questions using historical sources to show understanding of key events.</p> <p>Use a range of sources to find out about the past and identify different ways in</p>	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>	<p>Develop a chronological secure knowledge and understanding of British, local and world history.</p> <p>Make connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Address and devise historically valid questions about change, cause, similarity, difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of</p>

	<p>lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	represented.	which it is represented.	<p>relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>	<p>relevant historical information.</p> <p>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</p>
History Coverage	<p>40-60 months Understanding the world - People and Communities Enjoys joining in with family customs and routines.</p> <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know about similarities and differences between themselves and</p>	<p>Changes in living memory. Where appropriate used to reveal aspects of change in national life.</p> <p>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 (e.g Elizabeth I and Queen Victoria,</p>	<p>Significant historical events, people and places in their own locality.</p> <p>Events beyond living memory that are significant nationally or globally (e.g great fire of London, first aeroplane flight).</p>	<p>Changes in Britain from the stone age to iron age.</p> <p>The Roman Empire and its impact on Britain.</p>	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world.</p> <p>British Settlement by Anglo Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>A local history study.</p> <p>The achievements of the earliest civilisations - an overview of where and when the civilisations appeared and a depth study on one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.</p> <p>A non-European society that provides contrasts with British History - one study chosen from: early Islamic civilisation, including a study of Baghdad c.AD 900; Mayan civilisation c. AD 900; Benin (West Africa) c. AD 900-1300.</p>

	others, and among families, communities and traditions.	Christopher Columbus and Neal Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegal the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).					
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