



EYFS :

Understanding the World (UW) involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. UW is broken down into three aspects: *People and Communities, The World, Technology*

ELG 13 People and communities:

- Children talk about past and present events in their own lives and in the lives of family members.
- They know that other children don't always enjoy the same things, and are sensitive to this. • They know about similarities and differences between themselves and others, and among families, communities and traditions.

ELG 14 The world:

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another.

KS1 :

- To develop an awareness of the past using common words and phrases relating to the passing of time. E.g. before I was born, when I was younger... using words such as: before, after, past, present, then, now correctly
- To know where people 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.

Pupils should be taught:

Changes within living memory - where possible aspects of change within national life; events beyond living memory significant nationally or globally (e.g. The Great Fire of London, the first aeroplane flight, events commemorated through festivals or anniversaries To know about lives of significant individuals who have contributed to national and international achievements (e.g. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, Mary Seacole, Florence Nightingale.

	Year 1	Year 2
Chronological understanding	<ul style="list-style-type: none"> ▪ To be able to sequence some events in order ▪ To be able to put 2 objects in chronological order (recent history) ▪ To be able to use words and phrases like old, new, a long time ago ▪ To be able to remember and talk about things that happened/ memories from when they were little 	<ul style="list-style-type: none"> ▪ To be able to recount changes in their own life over time using phrases like before I was born, when I was younger ▪ To be able to put 3 people, events or objects in order using a given scale ▪ To be able to use past and present when telling others about an even ▪ To be able to use words like before, after, past, present, then, now and recently accurately in historical context



Knowledge and Interpretation Knowledge and understanding of past events, people and changes in the past	<ul style="list-style-type: none"> ▪ To appreciate that some famous people have helped our lives to be better today 	<ul style="list-style-type: none"> ▪ To recount the life of someone famous from Britain who lived in the past, giving attention to what they did earlier and what they did later ▪ To explain how the local areas was different in the past ▪ To relate some interesting facts from an historical event, such as where the 'Fire of London' started ▪ To give examples of things that are different in their life from that of their grandparents when they were young ▪ To explain why Britain has a special history by naming some famous events and some famous people ▪ To explain what is meant by parliament
Historical enquiry	<ul style="list-style-type: none"> ▪ To be able to ask and answer questions about old and new objects ▪ To be able to spot old and new objects in a picture ▪ To be able to answer questions using an artefact/photograph provided ▪ To be able to give a plausible explanation about what an object was used for in the past 	<ul style="list-style-type: none"> To find out something about the past by talking to an older person ▪ To answer questions by using a specific source, such as an information book ▪ To research the life of a famous Briton from the past using different resources ▪ To research a famous event that happens in Britain and why it has been happening for some time ▪ To research the life of someone who used to live in their area using the Internet and other source to find out about them ▪ Asks and answers questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did ... happen?'



Key Stage 2:

- Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They construct informed responses that involve thoughtful selection and organisation of relevant historical information,
- They understand how our knowledge of the past is constructed and shaped from a range of sources. In planning progression, we ensure that we teach both local and world history and encourage our pupils in further research to deepen their understanding.

Pupils will learn about various events from: Changes in Britain from Stone Age to the Iron Age, the Roman Empire and its impact on Britain, Britain's settlements by Anglo-Saxons and Scots, the Vikings and Anglo-Saxon Struggle, British history beyond 1066, achievements of the earliest civilisations, Ancient Greece and a non-European society

	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<ul style="list-style-type: none"> ▪ To understand and be able to describe events and periods using words: BC & AD decade ▪ To describe things from the past using dates when things happened ▪ To describe events and periods using words of ancient and century ▪ To use a timeline within a specific time in history to set out the order of things as they may have happened ▪ To use mathematical knowledge to work out how long ago events would have happened ▪ Pupils can begin to recognise and quantify the different time periods that exists between different groups that invaded Britain 	<p>To be able to plot recent history on a timeline using centuries</p> <ul style="list-style-type: none"> ▪ To be able to use century, decade, BC, AD, after, before, during. ▪ Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. ▪ To place periods of history on a timeline showing periods of time ▪ To use mathematical skills to round up time differences into centuries and decades 	<ul style="list-style-type: none"> ▪ To be able to use dates and historical language in investigative work ▪ To be able to draw a timeline with different time periods outlined, which show different information, such as, periods of history, when famous people live, etc. ▪ To use mathematical skills to work out the exact time scales and differences as need be ▪ To be able to use timelines place and sequence local, national and international events. ▪ Sequences historical periods. ▪ Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. ▪ Identifies changes within and across historical periods. 	<ul style="list-style-type: none"> ▪ To say where a period of history fits on a timeline ▪ To place a specific event on a timeline by decade ▪ To be able to use timelines to place events periods and cultural movements from around the world. ▪ Uses timelines to demonstrate changes and developments in culture, technology, religion and society. ▪ Uses these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today. ▪ To place features of historical events and people from past societies and periods in a chronological framework



				<ul style="list-style-type: none"> ▪ Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. ▪ Names date of any significant event studied from past and place it correctly on a timeline.
<p>Knowledge and Interpretation</p>	<ul style="list-style-type: none"> ▪ Appreciate that the early Brits would not have communicated as we do or have eaten as we do ▪ Begin to picture what life would have been like for the early settlers ▪ Recognise that Britain has been invaded by several different groups over time ▪ Realise that invaders in the past would have fought fiercely, using hand to hand combat ▪ Suggest why certain events happened as they did in history ▪ Suggest why certain people acted as they did in history 	<ul style="list-style-type: none"> ▪ Explain how events from the past have helped shape our lives ▪ Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences ▪ Know that people who lived in the past cooked and travelled differently and used different weapons from ours ▪ Recognise that the lives of wealthy people were very different from those of poor people ▪ Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past 	<ul style="list-style-type: none"> ▪ Describe historical events from the different period/s they are studying/ have studied ▪ Make comparisons between historical periods, explaining things that have changed and things which have stayed the same ▪ Explain the role that Britain has had in spreading Christian values across the world ▪ Begin to appreciate that how we make decisions has been through a Parliament for some time ▪ Appreciate that significant events in history have helped shape the country we have today ▪ Have a good understanding as to how crime and punishment has changed over the years 	<ul style="list-style-type: none"> ▪ Summarise the main events from a specific period in history explaining the order in which key events happened ▪ Summarise how Britain has had a major influence on world history ▪ Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently ▪ Describe features of historical events and people from past societies and periods they have studied ▪ Recognise and describe differences and similarities/ changes and continuity between different periods of history



Historical Enquiry	<ul style="list-style-type: none"> ▪ Recognise the part that archaeologists have had in helping us understand more about what happened in the past ▪ Use various sources of evidence such as printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information /research/ and answer questions about the past. ▪ Suggest sources of evidence to use to help answer questions. ▪ Ask questions such as 'how did people? What did people do for?' ▪ Discover (through research), identifying similarities and differences between given periods in history 	<ul style="list-style-type: none"> ▪ Research two different versions of an event and say how they differ ▪ Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings ▪ Give more than one reason to support an historical argument ▪ Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out ▪ Understand the difference between primary and secondary sources of evidence. ▪ Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. ▪ Ask questions such as 'what was it like for a during?' ▪ Suggest sources of evidence from a selection provided to use to help answer questions. 	<ul style="list-style-type: none"> ▪ Test out a hypothesis in order to answer a question ▪ Appreciate how historical artefacts have helped us understand more about British lives in the present and the past 	<ul style="list-style-type: none"> ▪ Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint ▪ Identify and explain their understanding of propaganda ▪ Describe a key event from Britain's past using a range of evidence from different sources ▪ Identify and use sources of information and artefacts. ▪ Evaluate the usefulness and accurateness of different sources of evidence. ▪ Select the most appropriate source of evidence for particular tasks. ▪ Form own opinions about historical events from a range of sources.
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