



Danbury Park Community Primary School

History

Purpose of study

A high-quality History curriculum enlightens pupils about past events, the progression of time and of our nation's and our world's development. History skills themselves are investigative, inquisitive and challenging: looking at events to determine what brought them about and what their impact was on our lives and our present. The skills are similar and often cross over with the skills of active reading and thinking; something we encourage at Home Farm.

Aims

The national curriculum for History aims to ensure that all pupils know and understand:

KS1:

- changes within living memory – where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements
- significant historical events, people and places in their own locality

KS2:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study Mayan civilization c. AD 900;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- a local history study
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- Britain's settlement by Anglo-Saxons and Scots

History is delivered through a topic-based approach, sometimes mixing thematic study with skills, often linking with English teaching in context.

History should be taught regularly, as part of communication in English and in projects each half term.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<ul style="list-style-type: none"> • Begin to understand the difference between things that happened in the past and the present. • Use everyday language related to time • Order and sequence familiar events • Describe main story settings, events and principal characters. • Talk about past and present events in their own lives and in lives of family members • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> • Understand the difference between things that happened in the past and the present. • Describe things that happened to themselves and other people in the past. • Order a set of events or objects • Use a timeline to place important events. • To sequence some events or 2/3 related objects, in order • To use common words and phrases about the passing of time, including calendar time, e.g. old, new/young, days and months and to remember some parts of stories and memories about the past 	<ul style="list-style-type: none"> • Understand and use the words past and present when telling others about an event. • Recount changes in my own life over time. • Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. • Use a timeline to place important events. • To put objects and events into time order and when doing this, to use words about the passing of time, including clock time, calendar time and language like before, after, a long time ago, past • To use a wide vocabulary 	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events and dates on a timeline. • Describe the main changes in a period in history. 	<ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. 	<ul style="list-style-type: none"> • Order significant events, movements and dates on a timeline. • Identify and compare changes within and across different periods. • Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			related to historical terms				
Knowledge and understanding of events, people and changes	<ul style="list-style-type: none"> Recognise themselves and their parents when they were younger. Be able to explain what changes have occurred. 	<ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. to tell the difference between past and present in their own and other people's lives 	<ul style="list-style-type: none"> Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. to tell the difference between aspects of their own life and aspects of life as it used to be in the past To give a few reasons for and/or results of the main events and changes in the periods of time which they have studied. They can suggest why people in the past acted as 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 	<ul style="list-style-type: none"> 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. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. 	<ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. 	



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			they did • d) to recognise some of the similarities and differences between periods of time				
Historical Interpretation	<ul style="list-style-type: none"> To know some of the things that people have to keep memories of the past such as photos etc. To begin to understand why people did things in the past, To begin to identify and recount some details from the past from sources, e.g. pictures, stories 	<ul style="list-style-type: none"> Look at books, videos, photographs, pictures and artefacts to find out about the past. To begin to understand why people did things in the past, To begin to identify and recount some details from the past from sources, e.g. pictures, stories 	<ul style="list-style-type: none"> Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. <i>To begin to understand why people did things in the past, and how this past has been represented (sources)</i> 	<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms. 	<ul style="list-style-type: none"> Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical Enquiry	<ul style="list-style-type: none"> To ask questions about historical items, pictures etc to see what objects or 	<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Identify different ways in which the past is represented. Ask questions 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive 	<ul style="list-style-type: none"> Use documents, printed sources and site to 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites 	



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	<p>clothes were different from the present.</p> <ul style="list-style-type: none"> • Be curious about people and show interest in stories • Answer ‘how’ and ‘why’ questions ... in response to stories or events. • Explain own knowledge and understanding, and asks appropriate questions. • Know that information can be retrieved from books and computers <ul style="list-style-type: none"> • Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> • Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?” • Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. • To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources 	<p>about the past.</p> <ul style="list-style-type: none"> • Use a wide range of information to answer questions. • To answer questions about the past by observing or handling sources of information e.g. objects, pictures, people talking about their past, buildings, written sources • To make detailed observations and to begin to make inferences and deductions from sources of information e.g. objects, pictures, people talking about their past, buildings, music, written sources 	<p>materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <ul style="list-style-type: none"> • Ask questions and find answers about the past. 	<p>collect evidence about the past.</p> <ul style="list-style-type: none"> • Ask questions and find answers about the past. 	<p>to collect evidence about the past.</p> <ul style="list-style-type: none"> • Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. • Investigate own lines of enquiry by posing questions to answer. 	



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Organisation and Communication	<ul style="list-style-type: none"> To have a recollection or memory or to ask about someone else's. To show what they know and understand about the past in different ways, e.g. <i>speaking, role-play, drawing, writing</i> 	<ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past. To show what they know and understand about the past in different ways, e.g. <i>speaking, role-play, drawing, writing</i> 	<ul style="list-style-type: none"> Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling including digital skills. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using digital skills. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling inc communication digitally. 	<ul style="list-style-type: none"> Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period. 	
Continuity and Change in between periods	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change • Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Identify similarities / differences between ways of life at different times 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Describe / make links between main events, situations and changes within and across different periods/societies 	<ul style="list-style-type: none"> Identify and explain change and continuity within and across periods 	



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Cause and Consequence	<ul style="list-style-type: none"> Question why things happen and give explanations 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 	<ul style="list-style-type: none"> Analyse / explain reasons for, and results of, historical events, situations, changes 	
Similarity / Difference within a period/situation (diversity)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world 	<ul style="list-style-type: none"> Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies 	
Significance of events / people	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> Talk about who was important eg in a simple historical account 	<ul style="list-style-type: none"> Identify historically significant people and events in situations 	<ul style="list-style-type: none"> Identify historically significant people and events in situation 	<ul style="list-style-type: none"> Consider/explain the significance of events, people and developments in their context and in the present. 	