

	All Saints CE Primary School & Nursery		Foundation Subject Overview
	Subject:	HISTORY	
HOW DOES THIS SUBJECT FIT IN?			
KS1 National Curriculum:		KS2 National Curriculum:	
<ul style="list-style-type: none">• 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]• 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 [for example, Elizabeth I and Queen Victoria, 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]• significant historical events, people and places in their own locality.		<ul style="list-style-type: none">• 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.• A local history study (of Bishops Stortford).• A study of a theme in British history.• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.• Ancient Greece.• A non-European society that contrasts with British history chosen from: Early Islamic Civilization; Mayan Civilization; Benin• History of interest to pupils (not statutory)	
Characteristics of History (from National Curriculum):			
<ul style="list-style-type: none">• An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.• The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.• The ability to consistently support, evaluate and challenge their own and others’ views using detailed, appropriate and accurate historical evidence derived from a range of sources.• The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.• A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.• A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.• A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.			
What this looks like in EYFS:			
IN EYFS Historical knowledge and skills are taught as part of Understanding of the World. The past and present strand shows direct parallels to the National Curriculum but the other strands also help build historical skills of observation and comparison. This includes:			
<ul style="list-style-type: none">• Pupils understanding their own life history and family.• Being able to recognise changes over time within living memory and beyond.• Recognise significant family, cultural and historical events.• Talk about changes in time simply (to develop in KS1).• Using sources such as talking to adults, stories, role play, photographs to understand/gain information.• Noticing patterns in different contexts.• Explaining observations.• Begin to ask and answer questions.			

What this looks like in KS1:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events 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.

What this looks like in KS2:

- Pupils should 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 should note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.

Historical contexts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Personal history, Families, celebrations, seasonal changes					
Reception	Harvest – now and in the past Seasonal changes	Bonfire Night Remembrance Day Celebrations	Seasonal changes	Easter Story	Clothing now and when we were younger Trains now and in the past Seasonal changes	
Year 1		Toys	Shopping (Local link)			Seaside Holidays Grace Darling
Year 2	Nurses Mary Seacole/ Florence Nightingale/Edith Cavell		Fire of London Samuel Pepys		Kings & Queens Queen Victoria	
Year 3	Stone Age to Iron Age		Romans			
Year 4	Ancient Greece				Local History study	
Year 5	Ancient Egypt		Anglo Saxons and Vikings			
Year 6	The Tudors Monarchs and Reformation	Tudor Explorers			The Mayan Civilisation	

Knowledge Organisers support children's understanding of the whole topic and key vocabulary and concepts.

Within each context a range of themes are covered. These themes are revisited across the school. Themes include:

- Technology
- Food & Farming
- Art & Culture
- People, Health & Politics
- Homes & Shelter
- A Sense of Time (time lines, chronology etc.)

Context	Themes					
	Technology	Food & Farming	Art & Culture	People, Health & Politics	Homes & Shelter	A Sense of Time
EYFS – Family and celebrations				X		X
EYFS – Clothing			X	X		X
EYFS – Transport	X					X
Yr 1 – Toys	X		X		X	X
Yr1 - Shopping	X	X			X	X
Yr 1 – Seaside Holidays	X		X	X		X
Yr 2 - Nurses	X			X		X
Yr 2 – Fire of London	X			X	X	X
Yr 2 – Kings and Queens				X		X
Yr 3 – Stone Age to Iron Age	X	X			X	X
Yr 3 - Romans	X	X	X	X	X	X
Yr 4 – Ancient Greece	X	X	X	X	X	X
Yr 4 – Local History				X	X	X
Yr 5 – Ancient Egypt	X	X	X	X	X	X
Yr 5 –Anglo Saxons and Vikings	X	X	X	X	X	X
Yr 6 – Tudor Monarchs			X	X		X
Yr 6 – Tudor Explorers	X			X		X
Yr 6 – Mayan Civilisation	X	X	X		X	X

Year group objectives			
Nursery			
	Past and Present Begin to make sense of their own life-story and family's history by being able to discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London".	People, Culture and Communities Notice similarities and differences between people, reflecting on differences positively.	The Natural World Notice changes in different contexts eg. materials, forces, seasons Explore using senses and describe observations simply.
Reception			
	Past and Present Talks about significant historical events (within living memory or experience of celebrations) and how things were different in the past. Begin to discuss images of the past and contrast them in discussion, e.g. "They are travelling on a horse and cart because there were no cars like we have then". Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.	People, Culture and Communities Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Have some basic knowledge of community celebrations, e.g. Christmas, Chinese New Year, Carnival. Share their knowledge of different countries (e.g. through holidays, home countries, books etc) and compare/contrast them in discussion. E.g. "There are no lions in England but there are in Africa" or "In Spain, the weather is warmer than here".	The Natural World Has a good general knowledge about living things and the natural world and can describe features and recognise some similarities and differences. Offer simple, logical explanations for what they have observed, Drawings show closer observation of details they have observed, Use modelled, topical vocabulary in discussion. Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.
	ELG - Talk about the lives of the people around them and their roles in society. ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. ELG - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.	ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants. ELG - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ELG - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Year 1 Objectives:	To place a few events/objects in chronological order. To use time words such as – before, after, now, yesterday, last week, when I was younger, a long time ago, before I was born. To know about things that happened to them and others in the past and how this is different to the present. To find out facts about people and events from long ago (within living memory and beyond). To remember stories about the past and try to explain why people behaved as they did. To look at books and listens to stories to find out about the past. Looks at books and listens to stories to find out about the past.		

	<p>To use pictures, photos and artefacts to answer questions about the past.</p> <p>To be able to use the words before and after to describe when something happened.</p> <p>To be able to sort things into groups of then and now – or on a timeline.</p> <p>To know the date of my birthday.</p> <p>To tell stories about the past – maybe using role play.</p> <p>To draw and write sentences to tell others what I have found out about the past.</p>
Year 2 Objectives:	<p>To use the words past and present to describe an event.</p> <p>To place people, events or objects in chronological order on a scale. (beyond living memory)</p> <p>To use time words such as – recently, when my parents were children, decades, centuries.</p> <p>To say how their own life is different to that of people in the past.</p> <p>To recount details from a significant historical event, nationally/globally</p> <p>To explain why people acted as they did and why things happened.</p> <p>To know about the lives of significant local individuals</p> <p>To know about significant local events.</p> <p>To understand some of the ways the past can be represented – books, pictures, stories, photos, artefacts, museums etc.</p> <p>To use information and try to work out answers to questions about the past, such as when something happened and what happened.</p> <p>To estimate ages of people from their faces and features.</p> <p>To show their knowledge by describing, using timelines, story writing and labelling diagrams.</p> <p>To write their date of birth.</p>
Year 3 Objectives:	<p>Changes in Britain from the Stone Age to the Iron Age</p> <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 <p>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica <p>To begin to use words and phrases such as century, BC, AD etc to describe the passing of time.</p> <p>To use a more detailed timeline, eg divided into AD and BC, or for more recent history into centuries</p> <p>To use evidence to describe things from the past and to show similarities and differences eg houses and settlements or beliefs.</p> <p>To give reasons why changes may have happened.</p> <p>To describe how some of these things affect life today.</p> <p>To look at 2 different accounts of an event and find differences between them.</p> <p>To give reasons why the accounts may be different</p> <p>To use (and suggest) sources of evidence to help answer questions, which I may pose for myself.</p>

	<p>To begin to include ICT resources.</p> <p>To present my findings accurately and in a variety of ways, including ICT and extended writing.</p>
Year 4 Objectives:	<p>A local history study (Bishop's Stortford)</p> <ul style="list-style-type: none"> • 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. <p>Ancient Greece</p> <ul style="list-style-type: none"> • A study of Greek life and achievements and their influence on the western world <p>To use words and phrases such as century, BC, AD, BCE, CE to describe the passing of time.</p> <p>To use a more detailed timeline, eg divided into AD and BC, or for more recent history into centuries.</p> <p>To use evidence to describe things from the past and to show similarities and differences eg houses and settlements or beliefs.</p> <p>To give reasons why changes may have happened.</p> <p>To describe how some of these things affect life today.</p> <p>To look at different accounts of an event and find differences between them.</p> <p>To give reasons why the accounts may be different.</p> <p>To use (and suggest) sources of evidence to help answer questions, which I will pose for myself.</p> <p>To present my findings accurately and in a variety of ways.</p>
Year 5 Objectives:	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <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 <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p>To place events, people and changes from this country and abroad into the correct periods of time on a timeline.</p> <p>To use words such as social, political or cultural to describe change and words such as era, period and during to describe passing of time.</p> <p>To name the dates of significant events studied and place on a timeline.</p> <p>With help, choose sources of factual evidence to research and gain knowledge of aspects of British history and that of the wider world.</p> <p>To use evidence to describe reasons for and results of historical events and how and why things change.</p> <p>To use evidence to describe similarities and differences and show how the past affects life today.</p> <p>To look at 2 different accounts of an event and find differences between them – know that people may represent ideas and events in a way that persuades others.</p> <p>To understand that evidence can be propaganda and give reasons for different accounts of history.</p> <p>To use a wide variety of resources to collect evidence about the past, selecting and combining information from various sources.</p> <p>To present findings as above, now using dates and terms accurately.</p> <p>To choose the most suitable way to present the information, knowing it is for an audience.</p>

	To ask and answer questions, realising that historical questions have more than one answer.
Year 6 Objectives:	<p>A study of an aspect or theme in British history that extends pupil's knowledge beyond 1066.</p> <ul style="list-style-type: none"> ▪ A significant turning point in British history -Tudors <p>To place events, periods and developments in culture, technology, religion and society on a timeline. To place all the historical eras studied in time order. To use key periods as reference points eg the Stuarts or the Anglo-Saxons. To describe main changes in a period of history studied and place significant dates on a timeline. To evaluate evidence and choose reliable forms. To present findings as above, now also using appropriate historical vocabulary (see previous years objectives) To know that everyone has a point of view which can affect interpretation. To show a clear understanding why there may be different accounts of history. To independently use and question a variety of historical sources. (newspapers, photos, accounts, objects, maps, census, oral, paintings)</p>

Progression of skills (From The Historical Association)			
Work likely in...	Early Years	KS1	KS2
1. Chronological knowledge / understanding (including characteristic features of periods)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Develop an awareness of the past • Use common words and phrases relating to the passing of time • Know where all people/events studied fit into a chronological framework • Identify similarities / differences between periods 	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time
2. Historical terms eg empire, peasant	<ul style="list-style-type: none"> • Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Develop the appropriate use of historical terms
3. Historical enquiry - Using evidence / Communicating ideas	<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"> • Ask and answer questions • Understand some ways we find out about the past • Choose and use parts of stories and other sources to show understanding (of concepts in part 5 below) 	<ul style="list-style-type: none"> • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information

	<ul style="list-style-type: none"> Record, using marks they can interpret and explain 		
4. Interpretations of history		<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this
5. Historical concepts			
5a. Continuity and change in and 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"> Describe / make links between main events, situations and changes within and across different periods/societies
5b. 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"> Identify and give reasons for, results of, historical events, situations, changes
5c. 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"> Describe social, cultural, religious and ethnic diversity in Britain & the wider world
5d. 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"> Identify historically significant people and events in situations