History

<table>
<tr><th colspan="2">EYFS FSU Understanding the World</th></tr>
<tr><td colspan="2">BIRTH TO 3
• Make connections between the features of their family and other families.
• Notice differences between people</td></tr>
<tr><td colspan="2">AGES 3-4
• Begin to make sense of their own life-story and family's history.
• Show interest in different occupations</td></tr>
<tr><td colspan="2">RECEPTION
• Talk about members of their immediate family and community
• Name and describe people who are familiar to them.
• Comment on images of familiar situations in the past.
• Compare and contrast characters from stories, including figures from the past.
• Understand that some places are special to members of their community.

BY THE END OF RECEPTION - ELGs - PAST AND PRESENT
• 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 encountered in books read in class and storytelling.</td></tr>
<tr><th colspan="2">Key Stage 1 - Years 1 & 2 History - Amalgamated and Yr 2 extension statements in italic.</th></tr>
<tr><th>Key Stage 1 - Year 1 areas of study</th><th>Chronological Understanding</th></tr>
<tr><td>Baby - toddler - child
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.
Significant historical events, people and places in their own locality
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.</td><td>Understand the difference between things that happened in the past and the present and use the words past and present when telling others about an event.
Describe things that happened to themselves and other people in the past and Recount changes in my own life over time.
Order a set of events or objects and 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.
Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</td></tr>
</table>

Knowledge and understanding of events, people and changes in the past Historical interpretation	Knowledge and understanding of events, people and changes in the past Historical interpretation
Recall some facts about people/events before living memory Say why people may have acted the way they did. *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.*	Look at books, videos, photographs, pictures and artefacts to find out about the past, and in addition use *stories, eye witness accounts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.*
Historical enquiry	Organisation and communication
TOYS Identify different ways in which the past is represented Explore events, look at pictures and ask questions *about the past* i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past *Use a wide range of information to answer questions.*	Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects *or place significant people.* Tell stories about the past. Talk, write and draw about things from the past. *Describe objects, people or events in history.* *Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.*
LKS2	
Areas of study	Chronological understanding
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. Some should be used to compare aspects of life in different periods. Changes in Britain from the Stone Age to the Iron Age	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. 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.

Knowledge and understanding of events, people and changes in the past	Historical interpretation
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. 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	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. Explore the idea that there are different accounts of history.
Historical enquiry	**Organisation and communication**
Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. 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 as evidence about the past. Ask questions and find answers about the past.	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 and using ICT. Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.
UKS2	
Key Stage 2 area of Study	**Chronological understanding**
Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Describe the main changes in a period in history. 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.

Knowledge and understanding of events, people and changes in the past	changes in the past Historical interpretation
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. (e.g. religion, houses, society, technology.)	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past. 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.
Historical enquiry	**Organisation and communication**
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 to collect evidence about the past. 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.	Communicate ideas 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.

Building towards KS3:
Pupils should be taught about:

Medieval Britain (1066-1509)

- the development of Church, state and society in Medieval Britain 1066-1509

Tudor, Stuart & Georgian Britain (1509-1745)

- the development of Church, state and society in Britain 1509-1745

Georgian & Victorian Britain (1745-1901)

- ideas, political power, industry and empire: Britain, 1745-1901

Modern Britain (1901-)

- challenges for Britain, Europe and the wider world 1901 to the present day

Local History

- a local history study

Extended Study

- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

World History

- at least one study of a significant society or issue in world history and its interconnections with other world developments