

Rosecroft Primary School, History Sequence of National Curriculum Statements

Key Stage 1

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. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

National Curriculum Objectives Pupils should be taught about:

**** See long term plan or progression document for subjects taught across the school ****

Knowledge / understanding of British history

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Knowledge / understanding of wider world history

- events from 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

Local History

- Significant historical events, people and places in their own locality

Key Stage 2

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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

History National Curriculum Objectives Pupils should be taught about:

**** See long term plan or progression document for subjects taught across the school ****

Knowledge / understanding of British history

- 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 to the time of Edward the Confessor
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Knowledge / understanding of wider world history

- 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 contrast with British history - one study chosen from: early
- Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Local history

- a local history study

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Chronological Understanding							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will develop an understanding of growth, decay and changes over time through studying their own, and family history. This links to the EYFS as they're beginning to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Building upon knowledge of time passing in nursery, children will develop their understanding of growth, decay and changes over time. This links to the EYFS because they're talking about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> Children will develop a simple awareness of the past (realising it goes further back than their own, personal history from EYFS), using common words and phrases relating to the passing of time. This will begin in their first topic of Ourselves and Toys in Autumn Term 1. <ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods during Ourselves and Toys module. Children will match objects to people of different ages during Ourselves and Toys module. Children will sequence three events in chronological order (recent history) during their local history study <ul style="list-style-type: none"> Uses words and phrases: old, new, young, days, months, long time ago. Children will do this with different pictures of toys in Autumn 1 module. Remember parts of stories and memories 	<ul style="list-style-type: none"> Begin to use dates, developing learning from year 1 where they just discuss the past in general. This will be referred to throughout all the modules. Recount changes in own life over time, seen throughout all the modules. However, predominantly seen in the Local History Study of Great Yarmouth. <ul style="list-style-type: none"> To build upon vocabulary from year 1 and uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger. Children will use past and present when telling others about an event, referred to throughout the modules. Sequence artefact closer together in time. Check accuracy using books/ICT. This will be seen in the Local History study. Place events on a simple timeline, adding times previously 	<ul style="list-style-type: none"> Put events, people, places and artefacts on a timeline including when special events took place. This will allow children to get a deeper understanding of time and history, using past modules as reference points from KS1. Children will also be able to understand timelines can be divided into BC and AD. <ul style="list-style-type: none"> Use correct terminology to describe events in the past, building vocabulary from KS1. For example, uses words and phrases: century, decade, ancient. Use dates and terms related to the study unit and passing of time. Referred throughout all the modules. Find out about the everyday lives of people in time studied. Compare with our life today. This is seen within the Stone Age, Bronze Age and Iron Age unit, along with Ancient Egypt. 	<ul style="list-style-type: none"> To build vocabulary and understand more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during. Children will also use terms related to the period and begin to date events. <ul style="list-style-type: none"> Divides recent history into present, using 21st century, and the past using 19th and 20th centuries, making more complex timelines. They will also identify key features and events of time studied. Place the time studied on a timeline, compare where this fits in to topics previously studied. Names and places dates of significant events from past on a timeline by adding events covered from the year. Children will start to use evidence to reconstruct life in the time studied and begin to draw own conclusion. This is seen within all the modules. Look for links and effects in the time 	<ul style="list-style-type: none"> Children will describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Ancient Greece, Anglo Saxons, Vikings, era, period. This is building on previous learning from year 4. Children will also use relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference and significance (building vocabulary). Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. Children will look at key events learnt from previous years to help deepen their understanding. Children will then use timelines to place and sequence local, national and international events. 	<ul style="list-style-type: none"> Uses timelines to place events, periods and cultural movements from around the world. This is building on previous knowledge as children are looking world wide, not just what has effected Britain. For example, this is seen in the Mayan topic. Children will use timelines not just to track historical events, but to demonstrate changes and developments in culture, technology, religion and society. This is building on previous knowledge from year 5. Children will use these key periods as reference points: BC, AD Romans, Anglo-Saxons, Tudors, WW2 and Today, relating to their history topics. Then using this topics, children will describes main changes in a period in history using words such as: social, religious, political, technological and cultural. Names date of any significant event

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		<p>about the past. This will be covered through their significant people module.</p> <ul style="list-style-type: none"> • Place events on a simple timeline. Timelines will be referred to throughout all the modules. • Recognise the difference between past and present in their own life and the lives of others will be referred to throughout all the modules.. • Know and recount episodes from stories about the past, knowing and understanding key events. This will be predominantly seen in Significant People module. • Talk about simple similarities and differences between lives at different times, will be seen throughout all the modules. 	<p>studied. This will be continuous as the lessons progress.</p> <ul style="list-style-type: none"> • Recognise why people did things, why events happened and what happened as a result. This is building upon children just recalling facts from year 1. This is seen in the Great Fire of London module and The Sinking of the Titanic. • Know and recount episodes from stories about the past, knowing and understanding key events. • Identify differences between ways of life in different periods. 	<ul style="list-style-type: none"> • Identify reasons for and results of people's actions, shown within Ancient Egypt module. This is building upon year 2 knowledge of just being able to recognise why people did things. 	<p>studied. This is seen within all the modules.</p> <ul style="list-style-type: none"> • Offer a reasonable explanation for some events. This is seen in all of the modules. 	<ul style="list-style-type: none"> • Gain greater historical perspective by placing their growing knowledge into different contexts. This is particularly prevalent in the Thematic study of Crime and Punishment. • Make comparisons between different times in the past. This is seen throughout all modules. • Throughout the year, children will identify changes within and across historical periods. • Compare life in 'early' and 'late' times studies. • Compare an aspect of life with the same aspect in another period. This is seen within our Crime and Punishment topic. 	<p>studied from past and place it correctly on a timeline. This is quite significant when children are looking at WW2 and how significant the Battle of Britain was for the war.</p> <ul style="list-style-type: none"> • Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater historical perspective. • Use relevant dates and terms, building vocabulary. For example, empire, civilisation, parliament and peasantry, continuity and change, cause and consequence, similarity, difference, and significance.
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Interpretation of History							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. This is demonstrated as children investigate their own, personal history.</p>	<p>To look closely at similarities, differences, patterns and change. This is seen as children investigate their own personal history and family history. Children will also have an opportunity to look for similarities and differences as they study Attleborough, past and present.</p>	<ul style="list-style-type: none"> Identify different ways that the past is represented, e.g. paintings, photos, artefacts, songs. Children will explore different representation throughout all their history topics. Begins to identify and recount some details from the past from sources (e.g. pictures, stories). Children will begin this skill in their first topic, Ourselves and Toys throughout history. Give a plausible explanation about what an object was used for in the past. This skill is developed throughout all the history topics. Compare adults talking about their past – How reliable are their memories? Children will explore this idea in Ourselves and Toys throughout time topic. 	<ul style="list-style-type: none"> Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories. Looks at books and pictures (and eyewitness accounts, photos, artefacts, buildings and visits, internet). This is seen throughout all the history topics. Additionally, this is building upon skills from last year by children using simple representation of the past in year 1. To start to understand why some people in the past did things. This is explored in the Sinking of the Titanic topic. Children will compare historical representations. For example, compare pictures or photographs of people or events in the past. This is seen in the stone age module with cave drawings and artifact comparisons. Use stories to encourage children to begin to distinguish between fact and fiction (in history, not 	<ul style="list-style-type: none"> Be aware that different versions of the past may exist and begin to suggest reasons for this. This is explored in the stone age, iron age and bronze age, and why we can't be 100% certain on events in the past. Begin to recognise the part that archaeologists have in helping us understand more about what happened in the past. This is seen throughout all the history topic, but primarily stone age. Identify and give reasons for the different ways in which the past is represented and look at representations of the period e.g. Museum, cartoons etc. This is seen throughout the history topic. Distinguish between different sources – compare different versions of the same story. This will be a skill Children will start to develop in their last topic of Ancient Egypt. Note connections and cause and effect in historical periods 	<ul style="list-style-type: none"> Gives reasons why there may be different accounts of history, expanding on knowledge from year 3 about representation of historical artifacts. Can independently or as part of a group, present an aspect they have researched about a given period of history using multimedia skills when doing so. This is building upon skills of research – not just using pictures and books, but also painting, newspapers, etc. Children will then also begin to evaluate the usefulness of different sources. Children will start to note connections in historical periods studied. For example, noting where romans have influence Britain, and then seeing those influences in other time periods. E.g. The Tudors. Additionally, children will note connections between Romans, Anglo-Saxons. Use textbooks and own growing historical knowledge to gain a better perspective. Building upon 	<ul style="list-style-type: none"> Understand that the past is represented and interpreted in different ways and give reasons for this. This is a skill that will continue to be developed throughout all historical topics and enquiries: Ancient Greece, Crime and Punishment, and Vikings and Anglo Saxons. Look at different versions of the same event – fact or fiction - and identify differences in the accounts. Looking at Crime and Punishment, specifically when children evaluate the story of Robin Hood. Give clear reasons (building on previous knowledge) why there may be different versions of events. This is a skill that is developed throughout all historical topics. Know that people (now and in past) can represent events or ideas in ways that persuade others 	<ul style="list-style-type: none"> Confidently explain why the past has been represented in different ways. Explaining the reasons for this. Different representations are seen in all historical topics. Then suggest accurate and plausible reasons (building upon previous knowledge) for how/why aspects of the past have been represented and interpreted in different ways. Know and understand that some evidence is propaganda, opinion, or misinformation and that this affects interpretations of history. This is seen within the WW2 topic. Children will begin to start pose and answer their own historical questions, with increasing confidence towards the end of the academic year, and link sources and work out how conclusions were arrived at. Additionally, consider ways of checking the accuracy of interpretations – fact or fiction and opinion.

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			just a literacy skill) and to help them remember key historical facts.	studied – Ancient Egypt topic.	knowledge of timelines. • Look at two versions of the same event and identify differences in the accounts. This is seen throughout the historical topics.		• Be aware that different evidence will lead to different conclusions, a skill practised throughout the year. However, more prevalent in WW2 topic.
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Historical Enquiry							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • To talk about some of the things they have observed, such as plants, animals, natural and found objects. • To talk about why things happen and how things work. • To recognise and describe special times or events for family or friends. • To show interest in different occupations and ways of life. • To know some of the things that make them unique, and to talk about some of the similarities and differences in relation to friends or family. 	<p>To 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.</p>	<ul style="list-style-type: none"> • Ask and begin to answer simple questions about events e.g. When? What happened? What was it like...? Why? Who was involved? This will be evident during Year 1 Significant Person Study of Edith Cavell and Florence Nightingale. • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. Significant as children examine toys during Ourselves and Toys throughout time topic. • Finds answers to simple questions about the past from sources of information (e.g. artefacts, pictures, 	<ul style="list-style-type: none"> • Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? 'How long ago did happen?'. This is seen throughout all the history topics. • Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites. This is seen throughout all the history topics. • Looks carefully at pictures or objects to find information about the past. This is seen throughout all the history topics. • Handle sources and evidence to ask and answer questions 	<ul style="list-style-type: none"> • Ask and answer simple questions about the past, • Understand that knowledge about the past is constructed from a variety of sources • Ask questions such as 'how did people? What did people do for?' Suggest sources of evidence to use to help answer questions. • Construct and organise responses by selecting relevant historical data • Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Observe small details – artefacts, pictures. 	<ul style="list-style-type: none"> • Understands the difference between primary and secondary sources of evidence. • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. • Asks questions such as 'what was it like for a during?' Suggest sources of evidence from a selection provided to use to help answer questions. • Use evidence to build up a picture of a past event. • Choose relevant material to present a picture of one aspect of life in time past. 	<ul style="list-style-type: none"> • Chooses reliable sources of evidence to answer questions. • Answer and devise more complex historically valid questions about change, cause, similarity, difference and significance. • Select sources independently and give reasons for choices • Analyse a range of source material to build up a picture of a past event. • Construct and organise response by selecting and organising relevant historical data • Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and 	<ul style="list-style-type: none"> • Identifies and uses different sources of information and artefacts. • Evaluates the usefulness and accurateness of different sources of evidence. • Selects the most appropriate source of evidence for particular tasks. • Forms own opinions about historical events from a range of sources. • Use a range of sources to find out about an aspect of time past. • Suggest omissions and the means of finding out. • Bring knowledge gathered from several sources together in a fluent account.

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		<p>stories). This can be seen in all of the topics.</p> <ul style="list-style-type: none"> Choose and use parts of stories and other sources to show understanding of events. This will be evident during Year 1 Significant Person Study of Edith Cavell and Florence Nightingale. Communicate understanding of the past in a variety of ways. This can be seen in all of the topics. 	<p>about the past on the basis of simple observations. This is seen throughout all the history topics.</p> <ul style="list-style-type: none"> Ask and answer appropriate historical questions, using their growing historical knowledge. This skill will become more defined by the end of Summer Term 1. Choose and use parts of stories and other sources to show understanding of events. This is seen throughout all the history topics. Communicate understanding of the past in a variety of ways. This is seen throughout all the history topics. 		<ul style="list-style-type: none"> Ask and answer a variety of questions. Use the library and the internet for own personal research. Answer and begin to devise own historically valid questions. 	<p>visits to collect information about the past.</p> <ul style="list-style-type: none"> Realises that there is often not a single answer to historical questions 	<ul style="list-style-type: none"> Answer and devise own historically valid questions about change, cause, similarity and difference and significance.
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Organisation and Communication							
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To show interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> To remember and talk about significant events in their own experiences. 	<p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions</p>	<ul style="list-style-type: none"> Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. Use simple terms to talk about the passing of time. 	<ul style="list-style-type: none"> Building on skills from last year, be competent and communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT. Use simple terms confidently to talk about the passing of time. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information. 	<ul style="list-style-type: none"> Communicate their knowledge through discussion, pictures, drama and role-play, making models, writing and ICT. Construct own responses beginning to select and organise relevant historical information. Use historically accurate terms to talk 	<ul style="list-style-type: none"> Recall, select and organise historical information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing 	<ul style="list-style-type: none"> Recall, select and organise information. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Communicate their knowledge and understanding through discussion, drawing pictures, drama and

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				<ul style="list-style-type: none">• Use historically accurate terms to talk about the passing of time.	about the passing of time e.g. BC/AD/CENTURY	<p>pictures, drama and role-play, making models, writing and ICT.</p> <ul style="list-style-type: none">• Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	<p>role-play, making models, writing and ICT.</p> <ul style="list-style-type: none">• Select and organise information to produce structured work, making appropriate use of dates and terms.• Use historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
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