

History

What the National Curriculum says...

Key Stage 1	Key Stage 2
<p>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.</p> <p>Pupils should be taught about:</p> <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 	<p>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.</p> <p>Pupils should be taught about:</p> <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 to the time of Edward the Confessor -a local history study



St Buryan Academy Coverage and Progression – Concept Map



	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Knowledge and Understanding	Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)	Understand chronology and have an awareness of past and present.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.
Use of Sources	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (LA+U)	Understand that there are different ways that we find out about the past.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.
Historical Enquiry	Make comments about what they have heard and ask questions to clarify their understanding. (S)	Ask and answer simple historical questions relating to the topic using stories and other sources.	Answer and begin to ask historical questions.	Answer and ask historical questions about change, cause, similarity, difference and significance.
Cause and Consequence	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)	Talk about why things happened and explain what happened as a result.	Recognise why people did things, why events happened and the consequences.	Identify, and give reasons for, results of historical events, situations and changes.
Similarities / Differences	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)	Identify similarities and differences between ways of life in different periods.	Note connections and contrasts.	Connections, contrasts and trends over time.
Significance	Talk about the lives of the people around them and their roles in society. (UW)	Talk about who was important.	Identify historically significant people and events.	Identify and evaluate historically significant people and events.
Vocabulary / Historical Terms	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (S)	Use language relating to the passing of time and historical terms.	Develop use of historical terms.	Develop appropriate use of historical terms.

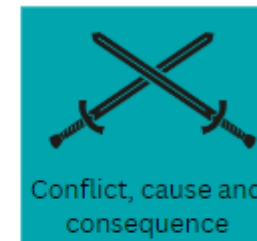
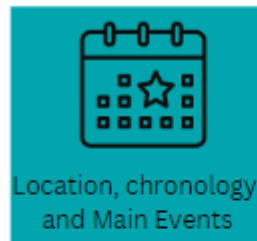
We believe that every child is a historian – we aim to for each and every child to fulfil our ‘characteristics of Historians’ to help achieve this.

Our coverage is inspired by our Key Concepts, which indicate clear progression between classes and year groups as well as being held together by our over-arching concepts: Creativity, Confidence, Collaboration and Independence.

We use inspiring people through time to enhance our learning, often looking at ‘hidden figures’ within moments of time to celebrate equality and diversity; we also love to use our own locality to celebrate history through the ages; from Neolithic periods to World Wars and beyond. History at St Buryan is taught through our learning contexts when and where appropriate; however, should higher quality teaching and learning take place when taught explicitly, then learning may not be directly linked to a topic.

We aspire to produce historians who are proud of their outcomes and strive for the want of continuous development of skills and knowledge.

Our key concepts ensure progression through the year groups, carefully designed to build knowledge and understanding. The selection of skills, coming from the National Curriculum as a starting point, ensure that learning is built on year-on-year.



History in Nursery

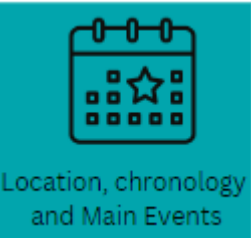
Laying the early foundations for thinking as a historian falls under the ‘Understand the World’ area of the EYFS framework. Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.


As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Enriching and widening children’s vocabulary will support later reading comprehension.

Key Concept	EYFS/Year 1	Year 2/3	Year 4/5/6
 <p>Location, chronology and Main Events</p>	<ul style="list-style-type: none"> -I can recount changes that have occurred in my own life -I can label timelines with words such as past, present, older and newer -I can place events and some artefacts on a timeline 	<ul style="list-style-type: none"> -I can place events artefacts and historical figures on a timeline -I can use dates where appropriate -I can place ages in order of time and understand the meaning of their names -I can place artefacts within their correct age 	<ul style="list-style-type: none"> -I can use dates in accurately describing events, terms and people -I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural)


St Buryan Academy Coverage and Progression – Concept Map



		<p>-I can use BCE</p> <p>-I can place events, artefacts and historical figures on a timeline using dates</p> <p>-I can use CE</p>	
 <p>Society, community and Empires</p>	<p>-I can discuss causes that lead to change (for example, toys over time)</p> <p>-I can begin to explain why monarchs build castles and the consequences of these actions</p> <p>-I can use pictures and stories to find out about the past and compare different explorations and talk about the communities they have ventured to</p>	<p>-I can describe what changed after the Great Fire of London and how these changes have continued into the 21st century</p> <p>-I can explain the concept of change in societies over time in periods of history and represent this with evidence</p> <p>-I can explain the concept of change within longer periods of history with evidence</p> <p>-I can recognise that there are reasons why people acted as they did in the past</p>	<p>-I can identify periods of rapid change in history and contrast them with times of relatively little change</p> <p>-I can identify periods of rapid change in history and contrast them with times of little change</p> <p>-I can analyse changes and why they happened using terms such as: social, religious, political, cultural and technological</p> <p>-I can begin to explain the concept of change over time and the impact this had on people's lives</p>

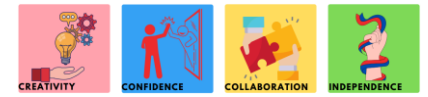
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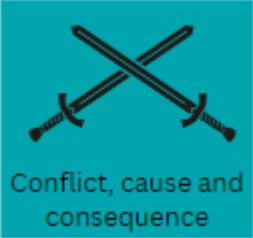


		<p>-I can describe how technology has changed and the impact it has had on society</p>	<p>-I can begin to describe different accounts of historical events and how these may differ depending on the society, community or empire it has been told by</p>
	<p>-I can compare toys from the past and present and reason as to why different people may have played with different toys</p> <p>-I can compare similarities and differences between different castles and other homes from periods in time</p> <p>-I can consider how the lives people would live may be different depending on where they live</p>	<p>-I can use evidence, such as Samuel Pepys diary, to consider how different people lived through different eras, like during the Great Fire of London</p> <p>-I can describe different and significant people from the past and explain why they are different</p> <p>-I can name a monarch and what one is</p> <p>-I can begin to discuss the reliability of sources and the impact that these may have on different communities</p> <p>-I can discuss how access to technology is not always equitable and the impact that this may have</p>	<p>-I can use appropriate vocabulary to compare similarities and differences between Anglo-Saxon and Viking culture as well as the present day</p> <p>-I can describe causes of events and their consequences and use multiple sources of evidence to support my answers</p> <p>-I can suggest sources of evidence to find out about and discuss the importance of people of different status and events in time</p>



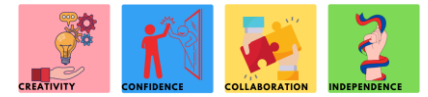
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	<p>-I can begin to explain why monarchs built castles and what the consequences of these actions were</p> <p>-I can discuss the causes of exploring and what exploration teams find out</p>	<p>-I can explain the causes of the Great Fire of London and what the consequences were</p> <p>-I can suggest and evaluate consequences of some main events within a period of time and use evidence to support my thinking</p> <p>-I can explain some reasons why certain technology was manufactured and its impact on the world</p>	<p>-I can describe causes of the Anglo-Saxon and Viking invasions in Britain and the consequences using multiple sources of evidence</p> <p>-I can describe the causes of events in Ancient Maya and their consequences, using multiple sources of evidence to support my answers</p> <p>-I can suggest causes and consequences of some of the main events and changes in Britain when the Romans invaded</p> <p>-I can describe the social causes of crime and punishment, the consequences of crime and back my thoughts up with evidence</p> <p>-I can describe some of the causes and consequences of World</p>
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St Buryan Academy Coverage and Progression – Concept Map





			Wars, using evidence to support my thinking
	<ul style="list-style-type: none"> -I can name a significant toy from the past and how different people would've played with different toys -I can consider why certain people become monarchs -I can discuss why explorations to different places would've led to different discoveries -I know diverse figures from the past linked to my learning 	<ul style="list-style-type: none"> -I can describe diverse significant people from the past and how their lives may have looked -I can identify some of the different ways the past has been represented -I can describe cultural diversity from the past -I know diverse figures from the past linked to my learning 	<ul style="list-style-type: none"> -I know diverse figures linked to my learning and consider why they may not have been celebrated depending on the era they lived in and impact that they had -I can describe the social, ethnic, cultural or religious diversity in past societies -I can describe the social and cultural significance of a past society -I can describe the characteristic features of the past, including the ideas and beliefs, attitudes and experience of men, women and children from a variety of backgrounds -I can describe key features of the past, including ideas and beliefs



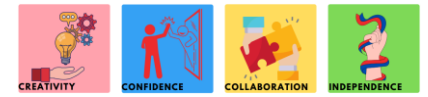
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 <p>Power, settlements and civilizations</p>	<p>-I can discuss how my locality has evolved over time</p>	<p>-I can consider why people settled in my locality and the role it played in the wider area</p> <p>-I can describe the differences and similarities between the Stone Age, Bronze Age and Iron Age</p> <p>-I can compare the similarities and differences between new and old kingdoms of Ancient Egypt</p>	<p>-I can consider how key geographical features of my locality made it an ideal settlement</p>
 <p>Exploration, invasion and trade</p>	<p>-I can describe why different countries may have different toys throughout time</p> <p>-I can recognise toys and games from different countries</p> <p>-I can use stories and pictures to find out more about past explorations and why they were important for the world we live in today</p>	<p>-I can discuss the impact that Ancient Egypt had on the world around them</p> <p>-I can suggest sources of evidence that demonstrate the impact Ancient Egypt had on British archaeological thought</p> <p>-I can talk about how specific places in the world have made a positive contribution to healthcare and medicine</p>	<p>-I can describe the causes of the Vikings and Anglo-Saxons invading Britain</p> <p>-I can use evidence to give examples of how Ancient Greece has impacted the world then and now</p> <p>-I can discuss the main events and changes in Britain when the Romans invaded, using appropriate sources and evidence</p>



St Buryan Academy Coverage and Progression – Concept Map



			<p>-I can describe key features of the past, including ideas and beliefs</p>
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