

Key Concepts:

EYFS Framework

EYFS			
KEY QUESTIONS			
The EYFS curriculum and progression of skills is currently under review – coming soon! <u>Click here to see EYFS Curriculum Documents on the website for more information.</u>			
Understanding the World ELG: Past and Present Children at the expected level of development will: - 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.			

History National Curriculum 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. 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.

Pupils should be taught about:

- ♣ 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.

Year 1	Marvellous me	Time travels	All creatures great and small
Chronological Understanding			
Place known events and objects in chronological order	Continuously fill time line on cloakroom wall with photographs recording significant activities of the class over the course of the term and year.	Continuously fill time line on cloakroom wall with photographs recording significant activities of the class over the course of the term and year.	Continuously fill time line on cloakroom wall with photographs recording significant activities of the class over the course of the term and year. Grace Darling – Timeline of When it happened. Timeline of events
Sequence events and recount changes within living memory	Continuously fill time line on cloakroom wall with photographs recording significant activities of the class over the course of the term and year. LO: I can Identify the difference between past & present in their own & other people's lives Debbie W visit	Continuously fill time line on cloakroom wall with photographs recording significant activities of the class over the course of the term and year.	Changes in living memory linked to aspects of national life, concept of time – seaside Lesson 1/2
Use common words and phrases relating to the passing of time	Vocabulary To use simple vocabulary relating to the passing of time. To make appropriate use of the dates & historical terms which they know & understand eg past, now, then, today, yesterday.		
Historical Enquiry			

Find answers to some simple questions about the past from simple sources of information			Pictures of Seaside from Victorian times compared with Parents compared with Seaside now.
Describe some simple similarities and differences between artefacts	Compare and sort artefacts my grandparents used, my Parents used and I use. Radio, TV, iPad?	Birthday Lesson – Make comparisons between current Birthdays and parents birthdays.	
Sort artefacts from ‘then’ and ‘now’	Compare and sort artefacts my grandparents used, my Parents used and I use. Radio, TV, iPad?		
Ask and answer relevant basic questions about the past.		Birthday Lesson – Make comparisons between current Birthdays and parents birthdays.	
Historical Interpretations			
Relate his/her account of an event and understand that others may give a different version	Present information on an event – discuss why people may have different perspectives.		
Organisation and Communication			
Talk draw or write about aspects of the past	Write a history of ME Write some facts about me Use some pictures (got from parents) TALK about ME – present information such as when I was born, Who is my family. Relate to history – this happened when I was born.	Dinosaur Fact File – write some facts about chosen Dinosaur Draw a picture of the Dinosaur Present information about the Dinosaur.	Grace Darling investigation of a significant historical figure
Understanding of events, people and changes			
Understand key features of events	Black History Month		
Identify some similarities and differences between ways of life in different periods	Compare and sort artefacts my grandparents used, my Parents used and I use. Radio, TV, iPad?	Birthday Lesson – Make comparisons between current Birthdays and parents birthdays.	
KEY VOCABULARY			

Year 2	Where do we belong?	Diary of a London Kid	Horrid Henry VIII
Chronological Understanding			
Show an awareness of the past, using common words and phrases relating to the passing of time	Curriculum Timeline	I can identify why events happened. (I can explain why the fire spread so quickly.)	Curriculum Timeline
Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods	How has Kingston changed and why History of Henry VIII and his life at Hampton Court	I can understand what happened during the Great Fire of London. (Samuel Pepys' diary) Show 350 years bbc news model LO: I can place events in chronological order. I can describe difference and similarities between the past and present. Fire engine visit Compare to old I can identify why events happened. (I can explain why the fire spread so quickly.)	How is our locality linked with history?
Historical Enquiry			
Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events		I can use primary and secondary sources to ask questions about historical events. (thought bubbles)	How has Kingston changed?

<p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p>		<p>Use national archives Comparison paragraphs Creating a fact book Primary and secondary sources –ask them who do you think was there then, who’s heard it</p> <p>I can use primary and secondary sources to ask questions about historical events. (thought bubbles)</p>	<p>How has Kingston changed?</p>
<p>Historical Interpretations</p>			
<p>Describe changes within living memory and aspects of change in national life</p>	<p>Create a timeline – What year is it now? What year was I born? Teacher? Artist?</p> <p>How has Kingston changed and why</p> <p>History of the telephone</p>	<p>I can understand what happened during the Great Fire of London. (Samuel Pepys’ diary)</p>	<p>How is our locality linked with history?</p>
<p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>	<p>History of Henry VIII and his life at Hampton Court</p>	<p>I can understand what happened during the Great Fire of London. (Samuel Pepys’ diary) Show 350 years bbc news mode LO: I can place events in chronological order.</p> <p>I can explain the effects of the fire. Comparison paragraph (good or bad)</p>	<p>How is our locality linked with history?</p>
<p>Describe significant historical events, people and places in his/her own locality</p>	<p>How has Kingston changed and why</p>	<p>Use national archives Comparison paragraphs Creating a fact book</p>	<p>How is our locality linked with history?</p>

		<p>Primary and secondary sources –ask them who do you think was there then, who’s heard it</p> <p>I can understand what happened during the Great Fire of London. (Samuel Pepys’ diary) Show 350 years bbc news model LO: I can place events in chronological order.</p>	How has Kingston changed?
Organisation and Communication			
Use a wide vocabulary of everyday historical terms	History of the telephone	I can explain the effects of the fire. Debate	What is Hampton Court and what was it like to live there?
Speak about how he/she has found out about the past		<p>I can use primary and secondary sources to ask questions about historical events. (thought bubbles)</p> <p>I can explain the effects of the fire. Debate</p>	How has Kingston changed?
Record what he/she has learned by drawing and writing		<p>Use national archives Comparison paragraphs Creating a fact book Primary and secondary sources –ask them who do you think was there then, who’s heard it</p> <p>I can recreate the fire of London. Burn houses</p>	What is Hampton Court and what was it like to live there?

		I can describe difference and similarities between the past and present.	
Understanding of events, people and changes			
Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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	How has Kingston changed and why History of Henry VIII and his life at Hampton Court History of the telephone		Who was Henry VIII and why is he important to our area?
KEY VOCABULARY: Tudor,			

Year 3	The Dawn of Mankind	Wild at Heart	Do Machines Dream of Electric Sheep?
KEY QUESTIONS	?	?	?
Chronological Understanding and Vocabulary			
Use an increasing range of common words and phrases relating to the passing of time			2. Look at how computers have changed over time – chronology 1.Exploring inventions

			2. Ordering in chronological order
Describe memories of key events in his/her life using historical vocabulary			
Historical Enquiry			
Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events			
Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented			
Historical Interpretations			
Describe changes within living memory and aspects of change in national life	<p>Stonehenge</p> <p>Stone Age learning- Development of the human race</p> <p>Stone age learning - why was it important</p>		<p>2. Look at how computers have changed over time – chronology</p> <p>Spectrum Atari Comparing how games have evolved over the years.</p>
Describe significant historical events, people and places in his/her own locality			
Organisation and Communication			
Use a wide vocabulary of everyday historical terms			
Speak about how he/she has found out about the past	PowerPoints on what children have learnt about the stone Age	Benin – History of Bernin. • Class debate Map location	

Record what he/she has learned by drawing and writing	PowerPoints on what children have learnt about the stone Age		
Understanding of events, people and changes			
Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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	Black History Month		<p>3. Comparing different scientific work</p> <ul style="list-style-type: none"> • Thomas Edison • James Dyson • Trevor Baylis • Josephine Garis Cochran • Alexander Graham Bell • Charles Babbage <p>Impact and legacy of key inventors</p> <p>4. Redesign one of inventions</p> <p>Evolution of computers</p> <p>1. Comparing WWW and internet - letter writing</p> <p>2. Look at how computers have changed over time - chronology</p>
KEY VOCABULARY			

Year 4	The Revolting People of Planet Earth	The Age of Empire	Tales of the Bearly Believable
KEY QUESTIONS	?	?	?
Chronological Understanding			
Place some historical periods in a chronological framework	<p>Who are the ancient Egyptians – introductory lesson – Timeline frame</p> <p>What is revolution? Look at some historic events that created change across the world.</p>	<p>Brainstorming WHAT IS EMPIRE Make a timeline of Roman Empire – key roman events</p>	<p>Examining key periods in dinosaur history (Triassic, Jurassic etc)</p> <p>Bone Wars – timeline of events (Victorian) when dino bones were found</p> <p>Three Civilizations Lesson – Inca – Maya – Aztec when and where.</p>
Use historic terms related to the period of study			
Historical Enquiry			
Use sources of information in ways that go beyond simple observations to answer questions about the past	<p>Ancient Egypt Tombs – Tutankhamun – curse of the pharaoh Historical skills Determine true fact Critical skulls Debate?</p> <p>Pyramids/Slavery Who built the pyramids? Why? How were they built? Sources Compare to slavery in Ancient Egyptian – building of pyramids. Concept of POWER</p>	<p>Roman sources of Pompeii – Pliny the elder</p> <p>Roman sources of Great fire of Rome – link with English. Who set the fire? Tacitus sources</p> <p>Roman sources from Julius C about invading Britain</p>	<p>Aztecs meet Spanish – sources Cortes letters about death of Moctezuma – How did he die? Can we Trust it?</p> <p>Aztec Gods Who are the gods and what do they represent? Discover why they have gods for every representation of important life. Use Spanish letters about God statues - SOURCES</p>

<p>Use a variety of resources to find out about aspects of life in the past</p>	<p>Ancient Egyptian gods. Compare religion in modern Egypt to Ancient. Understand importance of gods to society. Design new god.</p> <p>Ancient Egypt Process of mummification Canopic jars Maker our own</p> <p>Different revolutions French American industrial Comparison of revolutions</p> <p>Slavery in the U.S. Timelines – from slavery through civil rights 60's to today what is race today?</p>	<p>Roman Villas – features and what was life like living in a roman villa – comparison wealthy and poor – ipads</p> <p>Roman clothing, armour and weaponry. How have these evolved and what would it have been like to wear these on a daily basis? – artefacts</p> <p>Leisure in Roman Times (x2) Roman Bath houses What did the Romans do for leisure? How does this compare to our own daily lives? Chariot Racing and the Coliseum. Is it right to buy slaves to fight?</p>	<p>Aztecs – life, culture, beliefs and rituals</p> <p>Aztec Gods Who are the gods and what do they represent? Discover why they have gods for every representation of important life. Use Spanish letters about God statues – SOURCES</p> <p>Aztec Society and Games Play the game of Ulama – write a Match advert or report.</p>
---	--	---	--

Historical Interpretations			
<p>Understand that sources can contradict each other</p>	<p>Ancient Egypt Tombs – Tutankhamun – curse of the pharaoh Historical skills Determine true fact Critical skills</p>		<p>Aztecs meet Spanish – sources Cortes letters about death of Moctezuma – How did he die? Can we Trust it?</p>

Organisation and Communication			
<p>Communicate his/her learning in an organised and structured way, using appropriate terminology</p>		<p>Convince the Romans to invade Britain</p>	

Understanding of events, people and changes

<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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</p>	<p>Why do we celebrate bonfire night Read and learn the story of the Gunpowder Plot. Timeline of events. Differences between society then and now specific emphasis on guy fawkes. (religion, law/consequences, king's role in parliament, etc</p> <p>Who are some of the great revolutionaries? Chn research great revolutionary figures. Who were they, where were they from? What changes did they bring about? Were they successful/unsuccessful?</p>	<p>Who were the Romans? Important people in history. Impact upon Britain. (Bodica, Hadrian, Julius C, Augustus, Marcus Aurelius) NS – why are they considered the most important?</p>	<p>Mary Anning Lesson – Who she was, when she was alive, what was her contribution to science and persuade Society to let her join.</p>
<p>Present findings and communicate knowledge and understanding in different ways</p>		<p>Roman Villas – features and what was life like living in a roman villa – comparison wealthy and poor</p>	
<p>KEY VOCABULARY</p>			

Year 5	The Great Invaders	Clash of the Titans	The Adventures of My Other Self
<p>KEY QUESTIONS</p>	<p>?</p>	<p>?</p>	<p>?</p>
<p>Chronological Understanding</p>			
<p>Use dates to order and place events on a timeline</p>	<p>Chronology KWL grid</p> <p>Anglo-Saxon Kings I can compare the significance of Anglo-Saxon kings during the Viking period.</p>	<p>To compare modern Greece to Ancient Greece Write a comparison</p> <p>To reflect on the legacy of the Ancient Greeks</p>	<p>What was the British Empire and what was Queen Victoria's role. Chronology Impact/legacy</p>

		Create a brainstorm documenting new information, write an evaluation of the topic	
Historical Enquiry			
Compare sources of information available for the study of different times in the past	<p>Anglo-Saxon Kings I can compare the significance of Anglo-Saxon kings during the Viking period.</p> <p>Viking Life I can identify and explain key aspects of Viking life. (Viking Day?)</p>	<p>To reflect on the legacy of the Ancient Greeks Create a brainstorm documenting new information, write an evaluation of the topic</p>	<p>Victorian Children Explore Victorian artefacts. Create Victorian self Reading around lifestyle eg. fashion, holidays, culture. Schools, laws – writing comparison to modern life.</p>
Historical Interpretations			
Make comparisons between aspects of periods of history and the present day	<p>Comparing Anglo Saxon villages. Create Anglo Saxon Laws I can compare modern life to Anglo Saxon life Viking Longhouses – comparing these to our own. Viking burials (Poss) (Viking Day before?)</p>	<p>To compare modern Greece to Ancient Greece Write a comparison</p> <p>To reflect on the legacy of the Ancient Greeks Create a brainstorm documenting new information, write an evaluation of the topic</p>	<p>Pleasures and Pastimes Children’s schooling how do they compare with schools of today – Holly Lodge</p>
Understand that the type of information available depends on the period of time studied	<p>Viking attack from POV of Monk. Viking Life I can identify and explain key aspects of Viking life. (Viking Day?)</p>		<p>Victorians – Pictures as sources discussion</p>
Evaluate the usefulness of a variety of sources	<p>Viking attack from POV of Monk. Viking burials (Viking Day before?)</p>	<p>To investigate Ancient Greek armies, soldiers and wars -Trojan war Create a comic strip depicting the Trojan war Select information from historical sources</p>	<p>Victorian Children Explore Victorian artefacts. Create Victorian self Reading around lifestyle eg. fashion, holidays, culture. Schools, laws – writing comparison to modern life.</p>

Organisation and Communication			
<p>Present findings and communicate knowledge and understanding in different ways</p>	<p>Design an Anglo Saxon village.</p> <p>Create a Viking God</p> <p>Viking attack from POV of Monk.</p> <p>I can write a diary entry as an Anglo Saxon child</p> <p>Viking Life I can identify and explain key aspects of Viking life. (Viking Day?)</p>	<p>To understand what it was like to grow up in Athens and Sparta -farming, school, houses</p> <p>To appreciate Ancient Greek culture -clothes, food, sports/Olympics, pottery, theatre</p> <p>Create an advert persuading people to visit Ancient Greece</p> <p>Victorian Steam Power Finding out about railways and the industrial revolution – use of London Olympics video</p>	<p>Great Britons: Florence Nightingale</p> <p>Producing an Oscars type lifetime achievement award appreciation speech</p> <p>Great Britons: Investigating Isambard Kingdom Brunel – extracting key information, presenting it in books and hotseating. – Talkshow aspect</p>
<p>Provide an account of a historical event based on more than one source</p>	<p>I can write a diary entry as an Anglo Saxon child</p> <p>Viking attack from POV of Monk.</p> <p>Viking burials (Viking Day before?)</p>	<p>To understand what it was like to grow up in Athens and Sparta -farming, school, houses Diary?</p> <p>To investigate Ancient Greek armies, soldiers and wars -Trojan war</p> <p>Create a comic strip depicting the Trojan war</p> <p>Select information from historical sources</p> <p>To plan a virtual visit to Ancient Greece</p> <p>Group discussion and recording of who does what</p> <p>Select information from historical sources</p>	<p>Victorian Children</p> <p>Explore Victorian artefacts. Create Victorian self</p> <p>Reading around lifestyle eg. fashion, holidays, culture. Schools, laws – writing comparison to modern life.</p> <p>Victorian Toys – investigating what children played with and linking this to current entertainment</p>
<p>Understanding of events, people and changes</p>			

Give some reasons for some important historical events	Anglo-Saxon Kings I can compare the significance of Anglo-Saxon kings during the Viking period.		
Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. 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		To explore the Ancient Greek philosophers -Homer, Socrates, Archimedes, Pythagoras, To design philosophical flash cards with key information about the Greek philosophers	Technology in Victorian times. Who had the greatest impact and legacy? Alexander Graham Bell (Technology) Key new vocabulary: Innovation Medicine in Victorian Times Who had the greatest impact and legacy? Mary Seacole or Florence Nightingale? Great Britons: Investigating Isambard Kingdom Brunel – extracting key information, presenting it in books and hotseating. Great Britons: Florence Nightingale Producing an Oscars type lifetime achievement award appreciation speech
KEY VOCABULARY	Innovation, Civilisation, Industrial revolution		

Year 6	Early Islamic Civilisation	Immigration in the UK	Battles That Have Shaped Our World
KEY QUESTIONS	?	?	?

Chronological Understanding			
Use dates to order and place events on a timeline	Curriculum Timeline	Curriculum Timeline	Curriculum Timeline
Use historic terms related to the period of study	Curriculum Timeline Dates and chronology for previous and future topic	Curriculum Timeline	Curriculum Timeline
Historical Enquiry			
Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	How is Baghdad important to Early Islamic Civilisation?	How has migration influenced Kingston?	How did the Blitz affect National identity?
Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Why is the House of Wisdom important to culture and civilisation?		How did the Blitz affect National identity?
Understand how our knowledge of the past is constructed from a range of sources	Trade across Islamic Civilisation	How has migration influenced Kingston?	How did the Blitz affect National identity?
Make confident use of a variety of sources for independent research	How did the contributions of Islamic History influence the world?	How has migration influenced Kingston?	How was Propaganda used in the war?
Historical Interpretations			
Make comparisons between aspects of periods of history and the present day	How is Baghdad important to Early Islamic Civilisation? Trade across Islamic Civilisation	How has migration shaped this nation?	What was it like to be evacuated?
Evaluate the usefulness of a variety of sources	Trade across Islamic Civilisation		What was it like to be evacuated?
Organisation and Communication			
Present findings and communicate knowledge and understanding in different ways		What is my history?	What was it like to be evacuated?

Provide an account of a historical event based on more than one source	How did the contributions of Islamic History influence the world?	How has migration shaped this nation?	What was it like to be evacuated?
Understanding of events, people and changes			
Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies		How has migration shaped this nation?	What was our experience of History at King Athelstan?
Note connections, contrasts and trends over time and show developing appropriate use of historical terms	How did the contributions of Islamic History influence the world?		What was our experience of History at King Athelstan?
Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066	Why is the House of Wisdom important to culture and civilisation?	What is the legacy of the Windrush and how did it change Britain?	How did the Blitz affect National identity?
Use evidence to support arguments	How did the contributions of Islamic History influence the world?		How was Propaganda used in the war?
Describe a local history study			How was Propaganda used in the war? (Visit to Richmond Museum)
KEY VOCABULARY	Conflict, civilisation, influence		