



Subject: History

National curriculum Aims:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children talk about past and present events in	Changes within living memory. (Baby and	Events beyond living memory that are	Changes in Britain from the	Britain’s settlement by	A local history study. (Tudor Ipswich)	A study of an aspect or theme in British history



	<p>their own lives and in the lives of family members.</p>	<p>toddler as comparison to present day)</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p>significant nationally or globally. (The Gunpowder Plot)</p> <p>Children should ask and answer questions, choosing and using parts of stories and other sources to show understanding.</p> <p>Children should use a wide vocabulary of everyday historical terms.</p>	<p>Stone Age to the Iron Age.</p> <p>Children should continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>They should establish clear narratives across time periods. They should note similarities and differences over time periods.</p>	<p>Anglo-Saxons and Scots.</p> <p>Children should continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>Children should ask historically valid questions about change, cause, similarity, difference and significance.</p>	<p>Children should continue to develop a chronologically secure knowledge and understanding of local history.</p> <p>Children should develop the appropriate use of historical terms to place an event in a time period.</p>	<p>that extends pupils' chronological knowledge beyond 1066. (WW1 and WW2, invention of airplanes, Battle of Britain)</p> <p>Children should continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>They should establish clear narratives across time periods.</p>
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	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. (Famous explorers)</p>	<p>Significant historical events, people and places in their own locality. (The Dales)</p> <p>Children should identify similarities and differences</p>	<p>The Roman Empire and its impact on Britain.</p> <p>Children should ask historically valid questions about change, cause, similarity,</p>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Children should ask historically valid questions</p>	<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. (Crime and Punishment, Tudors)</p>	<p>A local history study. (The effect of the War on Ipswich/zeppelin attacks)</p> <p>Children should continue to develop a chronologically secure</p>



		<p>Children should know where the people and events they study fit within a chronological framework.</p> <p>Children should ask and answer questions, choosing and using parts of stories and other sources to show understanding.</p>	<p>between ways of line in different periods.</p> <p>Children should understand some of the ways in which we find out about the past and identify ways in which it is represented.</p>	<p>difference and significance.</p> <p>They should construct responses to questions that involve thoughtful selection of relevant historical information.</p>	<p>about change, cause, similarity, difference and significance.</p>	<p>Children should continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>Children should ask historically valid questions about change, cause, similarity, difference and significance.</p>	<p>knowledge and understanding of local history.</p>
	<p>They use past, present and future forms accurately when talking about events that have happened or</p>	<p>Significant historical events, people and places in their own locality.</p>	<p>The lives of significant individuals in the past who have contributed to national and</p>		<p>The achievements of the earliest civilizations – an overview of where and when</p>	<p>A non-European society that provides contrasts with British history. (Mayans)</p>	<p>Ancient Greece – a study of Greek life and achievements and their</p>



	<p>are to happen in the future.</p>	<p>(The Ipswich area)</p> <p>Children should understand some of the ways in which we find out about the past.</p>	<p>international achievements. Some should be used to compare aspects of life in different periods. (Roald Dahl)</p> <p>Children should understand some of the ways in which we find out about the past and identify ways in which it is represented.</p> <p>Children should know where the people and events they study fit within a chronological framework.</p>		<p>the first civilizations appeared. (Ancient Egypt)</p> <p>Children should continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>Children should develop the appropriate use of historical terms to place an event in a time period.</p> <p>They should understand how</p>	<p>Children should continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>Children should develop the appropriate use of historical terms to place an event in a time period. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>influence on the western world.</p> <p>Children should continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>Children should develop the appropriate use of historical terms to place an event in a time period. They should understand how our knowledge of the past is constructed from</p>
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