

RFS- Planning & Progression: History

Curriculum Intent – History

At Redcastle Family School our History curriculum allows children to gain a chronological knowledge and understanding of British History, with a focus on the local area, and that of the wider world. The curriculum is carefully planned and structured to ensure that current learning is linked to previous learning throughout their time at Redcastle across all Key Stages (EYFS, KS1, KS2). This allows children to build upon and further understand different aspects of History. For example, in year 4 children are introduced to the Vikings and their way of life. In Year 5 the children progress to learn about Viking Danelaw and the impact of this which is then followed in year 6 by children studying Viking methods of crime and punishment. To identify which areas to focus on, we identified the links that make our curriculum coherent from reception to year 6 with great care taken to find opportunities to develop literacy. The content chosen to study, although influenced by the National Curriculum, was chosen to further develop children’s knowledge and understanding by giving them opportunities to study additional historical events and changes that are relevant to their local area. In Redcastle Family School we understand the importance for our children’s need to continuously build on prior knowledge by developing their historical skills. Therefore, we have insured our curriculum has clear learning threads throughout. For example, each year group has the opportunity to research and learn about a key significant individual and their impact in History. This allows for the children to master each skill by applying it in each year group.

In addition to this, we recognise the important role that History plays in preparing our children with skills they can use for life. We feel historians should be able to generate historical questions, think critically and debate, weigh evidence and justify and evaluate and express opinions based on the use of artefacts, books, photographs and other sources.

At Redcastle Family School we aim for our History to be ambitious and motivating. Ambitious in our coverage of History and our teaching of Historical skills. Motivating through engaging activities, trips and visitors that give the children opportunities to experience and question the past. We feel that teaching History in this way broadens children’s horizons, challenges preconceived ideas and develops the children into conscientious and inquisitive members of society.

RFS Curriculum

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>	<u>Autumn Term</u>
<p><u>Why do we teach this:</u></p> <p><u>How does it build upon prior learning:</u></p>	<p><u>Why do we teach this:</u> In YR1, children need to develop an awareness of the past using common words and phrases whilst being aware of changes within living memory. They need to have an understanding of similarities and differences between ways of life in different periods (toys in the past and present.) Children are introduced to the past being represented in different ways, and this term through Primary sources.</p> <p><u>How does it build upon prior learning:</u> In EYFS, children have begun to learn about the past through talking through their own immediate experiences and books. They will now explore the lives of others in the past and now with a focus on further similarities and differences including looking at lives of others including in their family, artefacts which have changed and other sources.</p>	<p><u>Why do we teach this:</u> In YR2, children look at history being represented in different sources such as film, photos, pictures, accounts and newspapers. They are studying people who have contributed to international achievements. They are continuing to develop an awareness of the past, using common words and phrases.</p> <p><u>How does it build upon prior learning:</u> Children are now studying events and people which have had a global impact. They will also study aspects of change in national life over a broader period (1920s-2020s) continuing work on similarities and differences. They are continuing to build upon their understanding of changes in living memory.</p>	<p><u>Why do we teach this:</u> Children need to know the changes in Britain from the Stone Age to the Iron Age. They begin to learn about chronology through the start of British history.</p> <p><u>How does it build upon prior learning:</u> Recognising the difference between past and present from KS1.</p>	<p><u>Why do we teach this:</u> A statutory unit, part of the chronological content of our country looking at how the Roman Empire impacted the UK</p> <p><u>How does it build upon prior learning:</u> Move from the idea of a nation e.g. UK or Egypt to the concept of Empire. Compare/contrast key themes with previous units e.g. Egyptian or Celtic agriculture, housing, daily life etc. Builds on KS1 significant people and power e.g. Queen Victoria and Tutankhamen.</p>	<p><u>Why do we teach this:</u> Children will develop an understanding of abstract terms such as empire, civilisation, parliament and peasantry. They will also learn about continuity and change through the theme of Power.</p> <p><u>How does it build upon prior learning:</u> Build on Vikings for the chronological narrative. Builds on the wider theme of power and its role in developing civilisations/Empire. E.g. Egyptian power was derived from slave system, as was Victorians.</p>	<p><u>Why do we teach this:</u> Children will learn an aspect of British history which extends pupils' chronology knowledge beyond 1066. They can make connections, draw contrasts, analyse trends, frame historically- valid questions and create their own structured accounts.</p> <p><u>How does it build upon prior learning:</u> Children are continuing to develop their knowledge of British history.</p>
	<p><u>My World</u></p> <p><u>I know significant events in my own and family's lifetime (timeline of birth, siblings, house, pets, school, celebrations etc.)</u></p> <ul style="list-style-type: none"> Tells the difference between past and present in own and other people's lives Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Sequence events in their life 	<p><u>Explorers, Inventors and their Discoveries</u></p> <p><u>To know changes within living memory</u></p> <ul style="list-style-type: none"> Recount the main events of their own past Recognise the difference between past and present in their own lives <p><u>I know some significant individuals from the past and their achievements</u></p>	<p><u>Stone Age</u></p> <p><u>Know that the Stone Age, Iron Age and Bronze Age are periods of prehistory and understand that the periods of history last a long time</u></p> <ul style="list-style-type: none"> by using chronological order and timelines. by using chronological order and developing appropriate historical terms. 	<p><u>Romans</u></p> <p><u>To know the key events of the Roman era</u></p> <ul style="list-style-type: none"> Place events from period studies on a timeline. Understand more complex terms e.g. BC/AD. <p><u>To know how the Romans invaded Britain and the reasons behind their success.</u></p> <ul style="list-style-type: none"> Use terms related to the period and begin to date events. 	<p><u>Power and Parliament</u></p> <p><u>To know and understand the Danelaw</u></p> <ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of event 	<p><u>WWII</u></p> <p><u>To know the chronology of key events and people in WWII.</u></p> <ul style="list-style-type: none"> Place current study on a timeline in relation to other studies. Use relevant dates and terms. Sequence up to 10 events on a timeline. Know key dates, characters and events of time studied. Find out beliefs, behaviour and characteristics of people recognising that not everyone



<p><u>I know the features of popular toys then and now</u></p> <ul style="list-style-type: none"> Begins to identify and recount some details from the past from sources (eg. pictures, stories) Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Sequence 3 or 4 artefacts from distinctly different periods of time <p><u>I know who played with certain toys and how that has now changed</u></p> <ul style="list-style-type: none"> Tells the difference between past and present in own and other people’s lives Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Match objects to people of different ages <p><u>I know how toys have changed through time</u></p> <ul style="list-style-type: none"> Tells the difference between past and present in own and other people’s lives Find answers to simple questions about the past from sources of information 	<p><u>(Wright Brothers, Amelia Earhart, Ada Lovelace, Black NASA Women)</u></p> <ul style="list-style-type: none"> Use historical sources e.g. diaries, people, paintings, stories, artefacts, maps Use information to describe the past Use information to describe the differences between then and now. <p><u>To know the difference between life in 1920 and 2020 (Wright Brothers, Emilia Earhart)</u></p> <ul style="list-style-type: none"> Sequence artefacts from different periods of time Sequence photographs from different periods (planes/flying machines) Recognise why people do things and what happened as a result <p>(If time allows, study Black NASA Women. Eg. What was life like in the 1960s? What is the significance of their work? Why was it such a turning point?)</p>	<p><u>Know that these periods are named after the different materials humans used for tools</u></p> <ul style="list-style-type: none"> by examining the types of sources available to historians/archaeologists in this period. <p><u>Know some of the changes in everyday life through the different periods within the Stone Age, the Iron Age and Bronze Age</u></p> <ul style="list-style-type: none"> by identifying similarities and differences between each of these periods. Find out about everyday lives Compare with our life today Identify reasons for and results of people’s actions Use a range of resources to find out about a period of time (cave paintings, found artefacts) <p><u>Know about some significant places within this time period, (Skara Brae, Howick House, Flag Fen, Stonehenge, Grimes Graves)</u></p> <ul style="list-style-type: none"> by explaining what archaeologists know and how they know about these places. Identify and give reason for different ways in which the past is represented Distinguish between different sources 	<p><u>To know the impact of the invasion on the Celts.</u></p> <ul style="list-style-type: none"> Ask a variety of questions. Use the library and internet for research. <p><u>To know the strengths of the Roman Army and strategies they used to defend their territory (including Hadrian’s Wall).</u></p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. <p><u>To know who Boudicca was and how she rebelled against the Romans.</u></p> <ul style="list-style-type: none"> Identify key features and events of time studied. Offer a reasonable explanation for some events. <p><u>To know the impact and legacy that the Romans left behind.</u></p> <ul style="list-style-type: none"> Use text books and historical knowledge. Look for links and effects in time studied. <p><u>To know the reasons why the Romans left Britain.</u></p> <ul style="list-style-type: none"> Recall, select and organise information. Communicate their knowledge and understanding. 	<p><u>To know and understand the changing power of the monarchy from absolute power, Henry VIII (peasantry), to an elected parliament, Queen Victoria</u></p> <ul style="list-style-type: none"> identify primary and secondary sources Use evidence to build up a picture of a past event Use the library and internet for research with increasing confidence Recall, select and organise historical information Communicate their knowledge and understanding <p><u>To know how Queen Victoria’s power was implemented across the Empire and how this impacted the different countries</u></p> <ul style="list-style-type: none"> Examine causes and results of great events and the impact of people (Why did we become so powerful?) Use evidence to build up a picture of past events. <p><u>To know what the British Parliament is and how it works</u></p> <p>Visit to the House of Commons</p> <ul style="list-style-type: none"> Make comparisons between different times in the past Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Communicate their knowledge and understanding 	<ul style="list-style-type: none"> shares the same views and feelings. <p><u>To know Germany launched air attacks on Great Britain which started the battle of Britain.</u></p> <ul style="list-style-type: none"> By identifying and using different sources of information and artefacts. Select and organise information to produce structured work, making appropriate use of dates and terms. Know key dates, characters and events of time studied. <p><u>To know how peoples’ lives changed due to WWII(then contrast with life today).</u></p> <ul style="list-style-type: none"> Bring knowledge gathered from several sources together into a fluid account. Compare beliefs and behaviour with another time studied. Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Know key dates, characters and events of time studied. <p><u>To know what evacuation was, why it happened and what life was like for an evacuee.</u></p> <ul style="list-style-type: none"> Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past. Bring knowledge gathered from several sources together into a fluid account. <p><u>To know the rationale behind the propaganda used during WWII.</u></p> <p>Recognise primary and secondary sources</p> <ul style="list-style-type: none"> Use a range of sources to find out about an aspect of time past. Link sources and work out how conclusions were arrived at. Consider way of checking the accuracy of interpretations- fact or fiction and opinion Be aware that different evidence will lead to different conclusions.
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Spring Term	Spring Term	Spring Term	Spring Term	Spring Term	Spring Term	Spring Term
<p>Why do we teach this:</p> <p>How does it build upon prior learning:</p>	<p>Why do we teach this: Children in YR1 learn about significant individuals in the past who have contributed to national achievements. Children are continuing to look at history being represented in different sources including pictures and portraits.</p> <p>How does it build upon prior learning: In EYFS, children learnt about the roles and importance of some people in their immediate society. They will develop this further by looking at the role of a monarch in regards to the whole country and the importance of them. In EYFS, they also explored the past through settings and characters. This is continued in Year 1 with a focus on the new setting of a castle and its key features whilst also studying various people who worked there and how life in the past was different for them.</p>	<p>Why do we teach this: Children are learning about the lives of significant people. Children are learning about history being represented in different secondary sources such as old film, books. They learn about Edith Cavell , a significant person in their own locality.</p> <p>How does it build upon prior learning: They are comparing and contrasting the lives of significant people.</p>	<p>Why do we teach this: Children are learning the connections and trends over a period of time. First unit in the history of the Brecks. Opportunity for primary source work. There is a local link to a place to study the history.</p> <p>How does it build upon prior learning: Builds on early pre-historic knowledge from Stone Age unit.</p>	<p>Why do we teach this: A statutory unit, part of the chronological content of our country looking at how the invaders settled in the UK and impacted all aspects of life.</p> <p>Local study of Medieval Brecks is the 2nd unit of our local history study. This gives the children a chance to relate the statutory learning to their own lives.</p> <p>How does it build upon prior learning: Compare/contrast key themes with previous units e.g. Romans as invaders. Compare agriculture, housing, daily life etc.</p>	<p>Why do we teach this: Statutory requirement, local history study of a local place and a person which is significant in the locality and in British history. Children also learn about trade and entertainment in Norfolk and this will develop their understanding of the theme continuity and change, causes and consequences e.g. Herring.</p> <p>How does it build upon prior learning: Children continue with the theme started in KS1 of Historically significant people by learning about Nelson.</p>	<p>Why do we teach this: A study of a theme in British history that extends pupils’ knowledge beyond 1066. Pupils are learning about the Tudors and the crime and punishment in their period.</p> <p>How does it build upon prior learning: Children are using knowledge about Saxons, Victorians and the modern world.</p>
	<p>Kings, Queens and Castles</p> <p>I know about the life and significance of Queen Elizabeth II (reigning monarch)</p> <ul style="list-style-type: none"> ● Begins to identify and recount some details from the past from sources (eg. pictures, stories) ● Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p>I know how the British monarchy has impacted on the wider world</p> <ul style="list-style-type: none"> ● Begins to identify and recount some details from the past from sources (eg. pictures, stories) ● Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). 	<p>Discrete unit: Nurses in History (PSHE links)</p> <p>To know that there can be two versions of a past event (Mary Seacole and Florence Nightingale – Crimean War)</p> <ul style="list-style-type: none"> ● Discuss the reliability of photos, accounts or stories ● Recognise why people did things and the consequences of their actions ● Use a source to answer questions about the past <p>To know how to put main events on a simple timeline</p> <ul style="list-style-type: none"> ● Sequence photographs ● Describe key events 	<p>Prehistoric to Iron Age Brecklands</p> <p>To know how the physical features of Breckland have changed over time through:</p> <p>Prehistoric period</p> <ul style="list-style-type: none"> - Pingo lakes (last Ice Age) - Grimes Graves (Flint mining) - Lynford (Woolly mammoths) - Settlement of Thetford began (Iron Age) - comparing the changing landscapes - establishing a clear narrative of the history of Breckland <ul style="list-style-type: none"> ● by using chronological order and timelines and using historical terms to describe these ● Be able to ask historically valid questions about the history of the Brecks ● To use a range of sources to find out about a period 	<p>Invaders and Settlers</p> <p>To know who the Anglo Saxons were and why they settled in Britain</p> <ul style="list-style-type: none"> ● Place events from the period studied on a timeline. ● Use terms related to the period and begin to date events. <p>To know what life was like in Anglo-Saxon times (for example food, clothing, language, buildings, art and culture, settlements, Sutton Hoo)</p> <ul style="list-style-type: none"> ● Use text books and historical knowledge. ● Begin to evaluate the usefulness of different sources. <p>To know who the Vikings were and why they settled in Britain</p> <ul style="list-style-type: none"> ● Use evidence to build up a picture of a past event. 	<p>Norfolk and The North Sea Visit Time and Tide and North Coast</p> <p>To know the history of our local Norfolk coast and how it has helped to shape the lives of people who live there</p> <ul style="list-style-type: none"> ● Use text, photographs, Newspaper reports and eye witness to compare life in and around the North Sea. <p>To know significance and impact of Herring Trade in Great Yarmouth</p> <ul style="list-style-type: none"> ● Use research to compare an aspect of life with the same aspect in another period today <p>To know how the development of the railways impacted on coastal livelihood (Victorians)</p>	<p>Crime and Punishment</p> <p>Main outcome: To know how laws/punishments have developed chronologically</p> <ul style="list-style-type: none"> ● Sequence up to 10 events on a timeline. ● Use relevant dates and terms ● Link sources and work out how conclusions were arrived at. ● Write an explanation of past events in terms of cause and effect, using evidence to support. ● Compare beliefs and behaviour with another time studied. <p>To know how the Vikings used crime and punishment.</p>



	<ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Know and understand significant aspects of the history of the wider world <p><u>I know about the life and significance of historical Kings and Queens (Queen Elizabeth I, Queen Victoria, Henry VIII and George VI)</u></p> <ul style="list-style-type: none"> Begins to identify and recount some details from the past from sources (eg. pictures, stories) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance <p><u>I know what life in a historical castle was like for different people (rat catcher, maid, cook, guard, King/Queen, banquets, clothes, punishment)</u></p> <ul style="list-style-type: none"> Tells the difference between past and present in own and other people’s lives Finds answers to simple questions about the past from sources of information (eg. pictures, stories) 	<p><u>To know significant people within their own locality (Edith Cavell)</u></p> <ul style="list-style-type: none"> Describe key events of her life To understand her significance of Norfolk 	<ul style="list-style-type: none"> Observe small details and artefacts 	<p><u>To know what life was like in Vikings times (for example food, clothing, language, buildings, art and culture, settlements)</u></p> <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied. <p><u>To know the similarities and differences of the Romans, Saxons and Vikings.</u></p> <ul style="list-style-type: none"> Ask a variety of questions. Identify key features and events of time studied. Look for links and effects in time studied. <p><u>To know about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (light touch, Danelaw explored in YR5.)</u></p> <ul style="list-style-type: none"> Identify key features and events of time studied. Look for links and effects in time studied. <p><u>To know who the Scots were, where they came from and why they invaded north Britain and the impact of the Scots invasion.</u></p> <ul style="list-style-type: none"> Offer a reasonable explanation for some events. Choose relevant material to present a picture of one aspect of life in time past. <p><u>Medieval period of the Brecklands - rabbits introduced for farming (Warren Lodge and Thetford Priory)</u> <u>- Term ‘Breck’ and farming</u></p> <ul style="list-style-type: none"> Identify key features and events of time studied. Look at the evidence available. Use text books and historical knowledge. <p>Discrete unit (to be developed further) Medieval period of the Brecklands - rabbits introduced for farming (Warren Lodge and Thetford Priory) - Term ‘Breck’ and farming</p>	<ul style="list-style-type: none"> Use research to compare an aspect of life with the same aspect in another period today identify primary and secondary sources Communicate their knowledge and understanding (present the changes in Yarmouth over last 200 years) <p><u>To know the impact Lord Nelson had on British history</u></p> <ul style="list-style-type: none"> Study different aspects of different people - Examine causes and results of great events and the impact on people Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Recall, select and organise historical information Communicate their knowledge and understanding <p>Discrete unit (to be developed further) Georgian/Victorian period Breckland Industrial development of Thetford/Brecks and impact on physical landscape</p>	<ul style="list-style-type: none"> Use a range of sources to find out about a time past. Confidently use the library and internet for research. <p><u>To know how the Tudors used crime and punishment.</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about a time past. Confidently use the library and internet for research. <p><u>To know how the Victorians used crime and punishment (workhouse & possible local study of James Blomfield-Rush)</u></p> <ul style="list-style-type: none"> Use a range of sources to find out about a time past. Confidently use the library and internet for research. <p><u>To know today’s rules and laws that are based on our history</u></p> <ul style="list-style-type: none"> Compare beliefs and behaviours with another time studied Be aware that different evidence will lead to different conclusions Bring knowledge gathered from several sources together in a fluent account. <p>Discrete unit (to be developed further) Twentieth Century Breckland - Creation of Thetford Forest Now and Future - Sites of Scientific Interest</p>
<p><u>Summer Term</u></p> <p>Why do we teach this:</p> <p>How does it build upon prior learning:</p>	<p><u>Summer Term</u></p> <p>Why do we teach this: Children are learning about significant national events which are beyond their living memory (Great Fire of London). Children are continuing to consolidate their knowledge of significant people in national history. Children begin to look at secondary sources and history being</p>	<p><u>Summer Term</u></p> <p>Why do we teach this: Children learn about another famous person who has influenced the country. They learn about how Beatrix Potter’s life has shaped the world. This topic is a brief introduction to the Victorians ready for when they are studied in more depth in YR5.</p>	<p><u>Summer Term</u></p> <p>Why do we teach this: Children learn the nature of civilisations, where and when they first appeared and their achievements. Children are introduced to the diversity of society and the relationship with different groups e.g. slaves and Pharaohs.</p>	<p><u>Summer Term</u></p> <p>Why do we teach this: Statutory non-European country that provides a contrast with the UK.</p> <p>How does it build upon prior learning: Builds on Egypt as an ancient civilisation. Extend into the decline of</p>	<p><u>Summer Term</u></p> <p>Why do we teach this: Statutory requirement to study Ancient Greece, their achievements and their influence on the Western World.</p> <p>How does it build upon prior learning: Builds on the Egyptians and Mayans as ancient civilisations. Builds upon world</p>	<p><u>Summer Term</u></p> <p>Why do we teach this: Children need to continue to develop a chronologically secure knowledge of world history, establishing clear narratives over the periods they study. They are able to construct informed responses that involve thoughtful selection and organisation of relevant</p>



	<p>represented through stories and diaries.</p> <p>How does it build upon prior learning: In EYFS, children learnt about similarities and differences between the past and now. This is built upon by looking at significant changes which occurred due to national events e.g. how London was rebuilt. In EYFS, children learnt about the past through stories which is continued in Year 1 whilst also introducing the children to new sources of information and how we can use this to learn about the past.</p>	<p>How does it build upon prior learning: Children have learnt about people who have shaped the country and now they are progressing onto people who are still relevant and have impacted the world e.g. Peter Rabbit as a Victorian story and today as a popular animated film.</p>	<p>How does it build upon prior learning: It builds upon history beyond living memory which began in KS1. Builds on Stone Age technology and YR1 agriculture technology.</p>	<p>civilisation – link to Romans and the end of Empire.</p>	<p>chronology and continues to establish narratives in periods they study e.g. housing, schools etc.</p>	<p>historical information and understand how knowledge is constructed through sources.</p> <p>How does it build upon prior learning: Children are continuing to learn about people who had a significant effect globally. Children are developing their chronology of key events in British history.</p>
<p>London</p> <p><u>I know the cause and events of the Great Fire of London</u></p> <ul style="list-style-type: none"> ● They know and recount episodes from stories about the past ● Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p><u>I know the significance of Samuel Pepys</u></p> <ul style="list-style-type: none"> ● Begins to identify and recount some details from the past from sources (eg. pictures, stories) ● Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p><u>I know how the Great Fire of London has impacted life today</u></p> <ul style="list-style-type: none"> ● Finds answers to simple questions about the past from sources of information (eg. pictures, stories) ● Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance <p><u>I know the cause and events of the Gunpowder Plot</u></p> <ul style="list-style-type: none"> ● They know and recount episodes from stories about the past ● Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p><u>I know the significance of Guy Fawkes</u></p> <ul style="list-style-type: none"> ● Begins to identify and recount some details from the past from sources (eg. pictures, stories) ● Shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking). <p><u>I know how the Gunpowder Plot has impacted life today</u></p>	<p>What a Wonderful World</p> <p><u>To know that Beatrix Potter is a significant individual in British History</u></p> <ul style="list-style-type: none"> ● Use historical sources e.g. diaries, people, paintings, stories, artefacts ● Use evidence to explain reasons why people did what they did ● Recount main events from Beatrix Potter’s life ● Compare versions of Peter Rabbit ● Understand Beatrix Potter’s impact on literary heritage <p><u>To know the context of Beatrix Potter life</u></p> <ul style="list-style-type: none"> ● Recount main events from a significant time (The Victorians – Queen Victoria and Victorian Children/School) 	<p>Egypt</p> <p><u>Know that ancient Egypt was one of the world’s oldest civilisations and know that is within the Bronze Age period. Know that it lasted for about 3000 years and that historians have divided this time into three time periods</u></p> <ul style="list-style-type: none"> ● Place the time studied on a timeline ● Use dates and terms related to the study unit and passing of time ● Sequence several events or artefacts <p><u>To know that a civilisation is a collection of towns and cities with a settled population with</u></p> <ul style="list-style-type: none"> ● Find out everyday life of people in the time studied <p><u>To know the main achievements of the Ancient Egyptians (Hieroglyphics, irrigation systems, built pyramid)</u></p> <ul style="list-style-type: none"> ● by examining the sources available to historians/archaeologists in this period. <p><u>To know ancient Egypt, was formed on the floodplains for farming, trade and settlement</u></p> <ul style="list-style-type: none"> ● identify reasons for and results of people’s actions ● compare with life today <p><u>To know the importance of the Pharaoh as ruler of Egypt</u></p> <ul style="list-style-type: none"> ● Distinguish different sources and compare different versions of the same story 	<p>The Mayans</p> <p><u>To know how people discovered the Mayan civilisation and to know the key events.</u></p> <p><u>To know about how the Mayans organised their society.</u></p> <p><u>To know about Mayan trade including the significance of cacao beans to the Maya.</u></p> <p><u>To know what life was like for the Mayans (including settlements, food, farming, writing system, calendar and number system)</u></p> <p><u>To know about Mayan religion and beliefs.</u></p> <p><u>To know about the decline of the Mayan civilisation.</u></p> <p><u>To know the similarities and differences between the Mayan civilisation and the life in Britain up until the Anglo Saxons.</u></p>	<p>The Ancient Greeks</p> <p><u>Visit - Norwich Museum</u></p> <p><u>To know who the Ancient Greeks were and how they fit within the chronological periods of history.</u></p> <ul style="list-style-type: none"> ● Know and sequence key events of time studied. ● Use relevant terms and period labels. <p><u>To know what daily life was like in Ancient Greece (buildings, food, farming, language).</u></p> <ul style="list-style-type: none"> ● Make comparisons between different times in the past ● Compare an aspect of life with the same aspect in another period (present day) ● Use evidence to build up a picture of a past event. <p><u>To know what happened at the Ancient Greek Olympic games.</u></p> <ul style="list-style-type: none"> ● Examine causes and results of great events and the impact on people. ● Make comparisons between different times in the past. <p><u>To know the achievements of the Ancient Greek Civilisation and their impact on the modern world. (including democracy)</u></p> <ul style="list-style-type: none"> ● Use the library and internet for research with increasing confidence. ● Communicate their knowledge and understanding. 	<p>Explorers Ice Trap</p> <p><u>To know who Sir Ernest Shackleton was and why he is an important historical Antarctic figure. (expedition, hardships, propaganda)</u></p> <ul style="list-style-type: none"> ● Link sources and work out how conclusions were arrived at. ● Consider ways of checking the accuracy of interpretations – fact, opinion, fiction. ● Be aware that different evidence will lead to different conclusions. <p><u>To know the chronology of the key events of Shackleton’s expedition.</u></p> <ul style="list-style-type: none"> ● Know key dates, characters and events of time studied. ● Sequence up to 10 events on a timeline. <p><u>To know what the crew of Shackleton’s expedition would have seen/experienced along their route.</u></p> <ul style="list-style-type: none"> ● Recognise primary and secondary sources. ● Use a range of sources to find out about an aspect of time past ● Select and organise information to produce structured work, making appropriate use of dates and terms. <p><u>To know about Robert Scott and Roald Amundsen and the race to the Pole.</u></p> <ul style="list-style-type: none"> ● Know key dates, characters and events of time studied. ● Link sources and work out how conclusions were arrived at. <p><u>To know how people reacted to the death of Sir Ernest Shackleton.</u></p> <ul style="list-style-type: none"> ● Find out about beliefs, behaviour and characteristics of people, recognising that not everyone 	



	<ul style="list-style-type: none"> Finds answers to simple questions about the past from sources of information (eg. pictures, stories) Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance 		(Was Tutankhamun murdered?)			<p>shares the same views and feelings.</p> <p><u>To know about the legacy that the expeditions of Shackleton, Scott and Amundsen have had on modern day life.</u></p> <ul style="list-style-type: none"> Bring knowledge gathered from several sources together in a fluent account. Forms own opinions about historical events from a range of sources. Write an explanation of a past event in terms of cause and effect, using evidence to support.
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History in Early Years and Foundation Stage

History		
<u>Three and Four-Year-Olds/Range 5</u>	<u>Understanding the World</u>	<ul style="list-style-type: none"> <u>Begin to make sense of their own life-story and family’s history.</u> <p><u>Remembers and talks about significant events in their own experience</u></p> <p><u>Recognises and describes special times or events for family or friends</u></p>
<u>Reception/Range 6</u>	<u>Understanding the World</u>	<ul style="list-style-type: none"> <u>Comment on images of familiar situations in the past.</u> <u>Compare and contrast characters from stories, including figures from the past.</u> <p><u>Talks about past and present events in their own life and in the lives of family members</u></p>



ELG

Understanding
the World

Past
and
Present

- Talk about the lives of 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.