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# HISTORY CURRICULUM PLANNING

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ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

	<b>HISTORY</b> <b>National Curriculum expectations and progression of knowledge and skills development</b>									
	EYFS	End of Y1	End of Y2	End of Y3	End of Y4	End of Y5	End of Y6			
<b>National Curriculum Expectations</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>• Events beyond living memory that are significant nationally or globally.</li> <li>• 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.</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of them</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present in their family or local context.</li> <li>• Describe things that happened to themselves and other people in the past in their family or local context.</li> <li>• Make comparisons of places, images and people – describe what is similar/different.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Recount changes in my own life over time.</li> <li>• Order a set of events or objects.</li> <li>• Use a timeline to place important events.</li> <li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>• Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Use a timeline to place historical events in chronological order.</li> <li>• Describe dates of and order significant events from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred concurrently in different locations.</li> </ul>
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present in their family or local context.</li> <li>• Describe things that happened to themselves and other people in the past in their family or local context.</li> <li>• Make comparisons of places, images and people – describe what is similar/different.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the difference between things that happened in the past and the present.</li> <li>• Describe things that happened to themselves and other people in the past.</li> <li>• Recount changes in my own life over time.</li> <li>• Order a set of events or objects.</li> <li>• Use a timeline to place important events.</li> <li>• Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and use the words past and present when telling others about an event.</li> <li>• Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me.</li> <li>• Use a timeline to place important events.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Use a timeline to place historical events in chronological order.</li> <li>• Describe dates of and order significant events from the period studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Order significant events, movements and dates on a timeline.</li> <li>• Identify and compare changes within and across different periods.</li> <li>• Understand how some historical events occurred concurrently in different locations.</li> </ul>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Interpretation</p>	<ul style="list-style-type: none"> <li>• Look at books, recordings, photographs, pictures and artefacts to find out about the past.</li> <li>• Talk about stories, characters, settings and songs to gather information about the past.</li> <li>• Talk to people with differing roles in society to find out information.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at books, videos, photographs, pictures and artefacts to find out about the past.</li> <li>• Identify different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and use books and pictures, stories, eyewitness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past is represented.</li> <li>• Identify different ways in which the past is represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the idea that there are different accounts of history</li> </ul>	<ul style="list-style-type: none"> <li>• Look at different versions of the same event in history and identify differences.</li> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	<ul style="list-style-type: none"> <li>• Give reasons why there may be different accounts of history.</li> <li>• Evaluate evidence to choose the most reliable forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate evidence to choose the most reliable forms.</li> <li>• Know that people both in the past have a point of view and that this can affect interpretation.</li> <li>• Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> <li>• Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical Enquiry</p>	<ul style="list-style-type: none"> <li>• Ask questions about the past (objects, people, events).</li> <li>• Ask questions to people with differing roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore events, look at pictures and ask questions i.e. “Which things are old? and which are new?” or “What were people doing?”</li> <li>• Look at objects from the past and ask questions i.e. “What were they used for?” and try to answer.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions about the past.</li> <li>• Use a wide range of information to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>• Ask questions and find answers about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>• Investigate own lines of enquiry by posing questions to answer.</li> </ul>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Organisation and Communication</p>	<ul style="list-style-type: none"> <li>• Place in order historical content (images, objects).</li> <li>• Talk and draw about things from the past in their family or local context.</li> </ul>	<ul style="list-style-type: none"> <li>• Sort events or objects into groups (i.e. then and now).</li> <li>• Use timelines to order events or objects.</li> <li>• Tell stories about the past.</li> <li>• Talk, write and draw about things from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe objects, people or events in history.</li> <li>• Use timelines to order events or objects or place significant people.</li> <li>• Communicate ideas about people, objects or events from the past in speaking, writing,</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about the past using drawing, diagrams, data-handling, drama role-play, storytelling and using ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate ideas about from the past using drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>		

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