

## Purpose of Study:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## Aims:

The national curriculum for history aims to ensure that all pupils:

- ☐ 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.

## Early Years

This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes

## Key stage 1

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.

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
- 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
- significant historical events, people and places in their own locality.

## Key Stage 2

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.

Pupils should be taught about:

- 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
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared: Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history: Mayan

St Ambrose : History					
	Historical chronology	Historical concepts	Historical interpretation	Historical enquiry	Historical communication
<b>Strand description</b>	<b>A coherent narrative, knowledge and understanding of Britain's past and the wider world</b>	<b>To understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</b>	<b>To think critically, weigh evidence, sift arguments, and develop perspective and judgement.</b>	<b>To inspire pupils' curiosity to know more about the past and ask perceptive questions.</b>	<b>To create their own structured accounts, including written narratives and analyses.</b>
<b>N</b>	Talk about things that have happened in the recent past	Talk about significant events in my own experience.	Talk about why things happen	Comment and ask questions about aspects of their familiar world	Comment and ask questions about aspects of their familiar world
<b>Rec Emerging knowledge, skills and concepts</b>	Talk about past and present events in their own lives and in the lives of family members. Develop chronological understanding, know the difference between long ago and now. Compare modern and old objects put 2 objects or events in order.	Begin to understand how things change over time. Begin to understand the passage of time. Recall some simple facts Put 2 events or objects in order. Give one cause of an event	Look at or touch objects from the past and comment on its appearance. Tell the past is different from today. Look at the differences between "long ago" and "now". May be able to give you my own view on why something happened in the past or how I know	Show an interest in the past. Begin to ask questions about artefacts, suggesting what they might be used for. Begin to make accurate comparisons between modern and old objects Can find answers to simple questions from a writing or a picture	Show awareness of the past. Show interest in the past. Beginning to use the correct words such as "yesterday, past etc." Tell you about the past in 1 way E.g. orally, using common words & phrases relating to the passing of time or drawing
<b>Y1</b>	Tell the past is different from today Know their life is different from the lives of people in the past. Put 2 events/objects in the order they happened or were made	Recall some simple facts Give one cause of an event	Give point of view on why something happened in the past or how they know.	Find answers to simple questions in a piece of writing or from a picture.	Show awareness of the past. Tell about the past in 1 way (E.g. Orally, using common words & phrases relating to the passing of time or drawing etc.).
<b>Y2</b>	Know where the people and events I have studied fit on a basic timeline. Identify a few similarities and differences between ways of life at different times. Name a few people in the past who have contributed to national and international achievements. Put a few objects or events in the correct order they happened.	Tell you about some of the people or events from my work Give more than one cause of an event and give a reason why people in the past acted as they did. Reflect on the significance of what they have learnt about the past.	Understand some of the ways in which we find out about the past. Identify a few ways how the past has been presented or described. Understand the importance of basing ideas on evidence	Ask and answer questions, choosing & using parts of stories and other sources of information to show knowledge and understand key features of events. Analyse artefacts Choose & use parts of stories and other sources of information to show I know and understand key features of events or people's lives studied.	Using common words & phrases relating to passing of time Talk about a time before they were born and can compare aspects of life in different periods linked to significant people or people they know in different ways using everyday historical terms Recount stories accurately
<b>Y3</b>	Order a number of objects or events Identify a range of similarities/ differences between different times in the past in the periods covered so far.	Give a few reasons for and the results of the main events and changes of a time studied.	Describe how the past can be represented or interpreted in a few different ways. Use different sources to understand more about prehistoric times eg. cave art, artefacts, film.	Answer and sometimes devise my own historically valid questions. Use one or more sources of information to help me answer questions about the past in sentences.	Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world.
<b>Y4</b>	Understand that the past is divided into differently named periods of time and use some dates to explain British, local and world history. Identify a range of similarities/ differences between different times in the past in the periods covered so far, beginning to use chronological conventions BC, BCE, AD	Give a few reasons for and the results of the main events and changes of a time studied. Make a few connections and contrasts eg. Change, cause, similarity, difference, and reflect on the significance. Give similarities and differences between different times	Describe how the past can be represented or interpreted in a few different ways. Use different sources to understand more about prehistoric times such as cave art, artefacts, film, interviews etc.	Answer and sometimes devise own historically valid questions. Use one or more sources of information to help me answer questions about the past in sentences.	Present recalled or selected information in a variety of ways using specialist terms. Write sentences or a paragraph to describe some of the main events, people and changes in the history of Britain and the wider world. Beginning to use place value in the context of timelines
<b>Y5</b>	Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. Tell the story of events within and across the time periods studied.	Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time. See the relationship between different periods and the legacy or impacts them and their identity.	Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias.	Devise own historically valid questions.	Use key historical terms in structured, informed, written responses or descriptions of the main features of past societies and periods eg. Century, decade
<b>Y6</b>	Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. Tell the story of events within and across the time periods studied. Identify specific changes within and across different periods over a long arc of development. Describe connections, contrasts and trends over short and longer time periods.	Describe /make links between events/changes giving reasons and results of events/changes Explain most causes/results, showing links between them. Understand there were different types of causes of an event Begin to suggest the most important cause or result.	Explain that the past can be represented or interpreted in many different ways. Carefully select relevant historical information, considering different viewpoints or thinking about possible bias. Describe and begin to explain different historical interpretations of events, people and changes	Know how knowledge of the past is constructed from a range of sources. Judge the value of those sources and identify those that are useful in answering a question Carefully select and organise relevant historical information from a range of historical sources of information.	Select and organise information to produce structured written work that uses correct dates and terms. Select, organise and arrange relevant information to produce structured written work that uses correct dates and terms