



### Purpose of Study

At The Radstone we encourage a high-quality history education that 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.

### History in the Early Years

In Reception children will be beginning to develop their historical understanding through a variety of planned and independent play based tasks. The EYFS aims for the children to develop the following:

- talk about past and present events in their own lives and in the lives of family members.
- know that other children don't always enjoy the same things, and are sensitive to this.
- know about similarities and differences between themselves and others, and among families, communities and traditions.
- use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

### Aims of the History national curriculum

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 History – key stages 1 and 2 2
- 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.

**By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**



### EYFS Overview

In the EYFS the children will explore historical understanding through everyday exposure to a variety of different tasks, resources and direct teaching, for example, daily timetable cards involving time sequencing, family pictures and stages of life images. This will be accompanied by specific topics coverage which includes; 'Old and New' where the children explore contrasts between past and present toys and vehicles, 'Celebrations' where children are encouraged to recall events in their past, such as birthdays and christenings and 'Grandparents Day' where the children learn songs, cookery and games from the past and invite older relatives into share these with.

### Key stage 1 overview

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. 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.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	Changes within living memory	Walter Tull	Kings, Queens and Castles
<b>Year 2</b>	The Great Fire of London	Local industries (shoes and boots)	Florence Nightingale, Mary Seacole & Edith Cavell



Year 1

These are the outcomes expected for each topic in Year 1:

**Changes in living memory**

- Develop awareness of the past, using common words and phrases relating to the passing of time.
- Know the main changes and continuity between their clothes, technology and transport between them, their parents, and their grandparents.
- To make simple observations about different artefacts and changes over time.
- Know what a number of older objects were used for and the significance of their role in our objects today.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Explain that there are different types of evidence and sources that can be used to help represent the past.
- Children will observe and handle evidence to ask and answer simple questions about the past.

**Walter Tull**

- Know where people and events fit within a chronological framework.
- Develop awareness of the past, using common words and phrases relating to the passing of time.
- Timelines.
- Name a famous person of historical significance from the past and explain why they are famous to our local history and what impact this has made to our local cultural diversity.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Explain that there are different types of evidence and sources that can be used to help represent the past.

**Kings, Queens and Castles**

- Know where people and events fit within a chronological framework.
- Develop awareness of the past, using common words and phrases relating to the passing of time.
- Timelines.
- Name a famous person of historical significance from the past and explain why they are famous.
- Recognise and talk about who was important and the consequences of their actions that affect us today.
- Observe and use pictures, photographs and artefacts to find out about the past.
- Explain that there are different types of evidence and sources that can be used to help represent the past.
- Children will observe and handle evidence to ask and answer simple questions about the past.
- Know the name of a famous person, or a famous place, close to where they live.

Year 2

These are the outcomes expected for each topic in Year 2:

**Great fire of London**

- Know about an event or events that happened long ago, even before their grandparents were born.
- Know what we use today instead of a number of older given artefacts.
- Evaluate sources of information.
- Identify similarities and differences between ways of life in different periods.
- Recognise why people did things, why events happened and what happened as a result.
- Recognise significant people.
- Recognise changes throughout history, focussing on local area & equipment.
- Understand the changes made after significant events and how these have impacted on life today.
- Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Children can: start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.
- Children can: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.
- Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, etc.).

**Local industries (shoes and boots)**

- Know that children's lives today are different to those of children a long time ago.
- Identify similarities and differences between ways of life in different periods.
- Recognise why people did things, why events happened and what happened as a result.
- Recognise significant people.
- Recognise changes throughout history, focussing on local area & equipment.
- Understand the changes made after significant events and how these have impacted on life today.
- Children can: start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.
- Children can: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.
- Know how the local area is different to the way it used to be a long time ago.
- Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, etc.).

**Florence Nightingale, Mary Seacole & Edith Cavell**

- Know about an event or events that happened long ago, even before their grandparents were born.
- Know about people of historical significance from outside the UK, different cultures and explain why they are famous/ important.
- Recognise why people did things, why events happened and what happened as a result.
- Recognise changes throughout history, focussing on local area & equipment.
- Understand the changes made after significant events and how these have impacted on life today.
- Children can: start to compare two versions of a past event; observe and use pictures, photographs and artefacts to find out about the past; start to use stories or accounts to distinguish between fact and fiction; explain that there are different types of evidence and sources that can be used to help represent the past.
- Children can: observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; choose and select evidence and say how it can be used to find out about the past.
- Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, etc.).



**Lower Key Stage 2 Overview**

At The Radstone 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.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<b>Stone Age to Iron Age</b>	<b>Romans</b>	<b>Anglo-Saxons</b>
<b>Year 4</b>	<b>The Vikings</b>	<b>The Mayans</b>	<b>Medieval Monarchs</b>



### Year 3

These are the outcomes expected for each topic in Year 3:

#### **Stone Age to Iron Age**

- Understand the chronological order of Stone Age, Romans and Anglo-Saxons.
- Know how Britain changed between the beginning of the stone age and the iron age.
- Know the main differences/changes between the lifestyles of the stone, bronze and iron ages.
- Know the significance of Stone Age people being 'hunter-gatherers' to survive and avoid extinction of the human race.
- Know how there was resistance to the Roman occupation and know the significance of Boudicca.
- Understand the cultural, ethnic and religious differences between the Celts and the Romans.

#### **Romans**

- Understand the chronological order of Stone Age, Romans and Anglo-Saxons.
- Know how Britain changed from the iron age to the end of the Roman occupation.
- Know how the Roman occupation of Britain changed and advanced British society.
- Know the significance of at least one famous Roman emperor.

#### **Anglo-Saxons**

- Understand the chronological order of Stone Age, Romans and Anglo-Saxons.
- Use a timeline to show when the Anglo-Saxons were in England.
- Use a timeline to show when the Anglo-Saxons came to Britain.
- Know how Britain changed between the end of the Roman occupation and 1066.
- Know about how the Anglo-Saxons attempted to bring about law and order into the country.
- Know that during the Anglo-Saxon period Britain changed and was divided into many kingdoms.
- Know the significance that the way the kingdoms were divided led to the creation of some of our county boundaries today.

### Year 4

These are the outcomes expected for each topic in Year 4:

#### **The Vikings**

- Understand the place in time of the Vikings in relation to the Stone age, Romans, Anglo-Saxons, and Vikings.
- Know about the main events around the Viking/ Saxon conflict ending in the treaty between Alfred and Guthrum.
- Know where the Vikings originated from and show this on a map.
- Know the causes for the Vikings and Anglo-Saxons being often in conflict and the consequences of this.
- Know why the Vikings frequently won battles with the Anglo-Saxons and the significance of this (Alfred and Guthrum signing a treaty).
- To understand the similarities and differences between the Saxon and Viking gods.
- Understand and discuss why some evidence is more reliable than others e.g., found settlements vs Viking Sagas (oral retelling).
- Has an understanding of Britain before the Viking raids and the impact Vikings had on Saxon Britain.
- Can compare and contrast Saxon and Viking culture.
- Understand Viking impact on British culture.

#### **The Mayans**

- To understand the place in time in which the Mayans existed in relation to Britain up to 1066.
- Able to locate the Maya civilisation on a map.
- Know about the Mayan religion and what they believed in.
- Compare and contrast the cultural differences of the Mayan civilisations.

#### **The Tudors**

- Know the medieval monarchs from 1066 to Queen Elizabeth I.
- Have knowledge of the medieval monarchs and significant events, e.g., 1066, The Tudors, the reformation of the church.
- To look at the changes and continuity between significant figures in civilisations studied.
- To understand the range of data sources used by historians, e.g., the doomsday book and the magna carta.
- Interpret a given resource to justify whether Richard was or wasn't a good king.
- To use evidence to support arguments for an against e.g. 'Richard was a good king'.



**Upper Key Stage 2 Overview**

	Autumn	Spring	Summer
Year 5	Ancient Egypt	Ancient Greece	Industrial Revolution
Year 6		WW1 and WW2 (Bletchley Park, Harkirat Singh – RE)	Leisure and Entertainment in the 20th Century

**Year 5**

These are the outcomes expected for each topic in Year 5:

**Ancient Egypt**

- Know where to place Ancient Civilisations with timeline learned so far.
- Know where to place historical events within Ancient Civilisations.
- Know the timeline of rulers within specific dynasties within Ancient Civilisations.
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago.
- Know about the key achievements and advancements of Ancient Egypt: Settlements (The Nile); Hierarchy in Society; Pyramids; Hieroglyphics; Mummification.
- Know about the influence the gods had on Ancient Greece and Ancient Egypt and make comparisons between the two.
- Understand the importance of the Rosetta Stone and how it was able to interpret hieroglyphics from a range of languages.
- Interpret the past using a range of resources; Howard Carter diary extracts and photos from the excavation; interpretation of Hatshepsut's life and legacy and relationship with her brother.
- Understand similarities and differences between Ancient Egyptian, Ancient Greek and Roman gods.

**Ancient Greece**

- Know where to place Ancient Civilisations with timeline learned so far.
- Know where to place historical events within Ancient Civilisations.
- Know the chronology of specific philosophers from Ancient Greece.
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago.
- Know about the key achievements and advancements of Ancient Greece: Golden Age of Greece; Democracy - introduction and democracy today – people involved/age/etc; Architecture; Olympics; Conquest of Alexander the Great – attitude towards his people & power over people.
- Know some of the main characteristics of the Athenians and the Spartans.
- Know about the influence the gods had on Ancient Greece and Ancient Egypt and make comparisons between the two.
- To understand the cultural impact of the creation of democracy in Ancient Greece and contrast with Ancient Egypt.
- To look at and compare significant figures from ancient civilisations and understand their impact.
- Understand similarities and differences between Ancient Egyptian, Ancient Greek and Roman gods.
- Devise philosophical questions.

**Industrial Revolution**

- Know where to place events, people and inventions from the Industrial Revolution 1712-1901.
- Know how living conditions changed during the Industrial Revolution and compare them to today.
- Know how working conditions changed during the Industrial Revolution and compare them to today.
- Know what inventions revolutionised the lives of British people.
- Know how political changes took place during the Industrial Revolution and compare them to today.
- Interpret the past using a range of resources: use paintings and photographs to interpret living conditions in the 1850s; use recorded data to understand population changes during the Industrial Revolution.
- Compare secondary sources to interpret information and draw conclusions about past events and important people in history.
- Address how living and working conditions changed during the Industrial Revolution and compare them to today.
- Devise questions for a child of the same age who lived during the industrial revolution.
- Know about a period of history that has strong connections to their locality.

**Year 6**

These are the outcomes expected for each topic in Year 6:

**WW1 and WW2**

- Know how to place historical events and people from the past societies and periods in a chronological framework: Why did the First World War begin? To order events from early World War 2 on a timeline.
- Know about a theme (conflict) in British history which extends beyond 1066 and explain why this was important in relation to British history (links to Science Historical Figures - Mary Anning, Mary Leaky, Alfred Wallace and Charles Darwin): Why were so many lives lost on the Western Front? How did Hitler rise to power in the 1930's? Explain when, where and why children were evacuated? Compare and describe the details about the roles of women and men in World War 2. Recall and report key facts about the events of the Holocaust.
- Understand how our knowledge of the past is constructed from a range of sources: how everyday lives were affected by food rationing.
- To use evidence to support arguments for cause and effect: Was World War 2 inevitable? To what extent do you agree? Was the treaty of Versailles fair?
- Know about a period of history that has strong connections to their locality and understand the issues associated with the period.
- Know how the lives of wealthy people were different from the lives of poorer people during this time.

**Leisure and Entertainment in the 20<sup>th</sup> Century**

- Know how Britain has had a major influence on the world: understand how and why cinema/football/people's lives in the 60's/holidays/television/technology changed over the 20th century.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms: understand how and why cinema/football/people's lives in the 60's/holidays/television/technology changed over the 20th century.
- How changes in 20th century technology affect our lives today.
- Know about a period of history that has strong connections to their locality and understand the issues associated with the period.
- Know how the lives of wealthy people were different from the lives of poorer people during this time.