



History at Stoke by Nayland C of E Primary School

<p>Overview: Our history curriculum is based on a two year cycle for EYFS and KS1 and a four year cycle for KS2. This ensures that whatever the configuration of our classes our children receive a systematic learning experience that builds on previous knowledge. During their time at Stoke By Nayland, children gain a coherent knowledge and understanding of British History and that of the wider world. The first table below sets out the skill progression across EYFS/KS1 and then into KS2. Within the boxes the skills are written progressively to support mixed age planning. For example The next table highlights the historical 'flight path' that the children will follow depending on when they join the school.</p>	<p>The Big ideas: The following big ideas are revisited in each historical topic, enabling children to place historical events chronologically, draw comparisons between different eras and civilisations, understand how the historical period influenced Britain today and how evidence from different sources enables us to draw conclusions about the past.</p> <p>Chronology - I am a historian because I understand chronology and when events happened in relation to one another Evidence - I am a historian because I can use different sources to prove and disprove a theory Characteristics - I am a historian because I can describe the characteristics of different time periods and people in history</p>
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Skills Progression

	Big Idea 1 Chronology – I am a historian because I understand chronology and when events happened in relation to one another	Big Idea 2 Evidence – I am a historian because I can use different sources to prove and disprove a theory	Big Idea Civilisation – I am a historian because I can describe the characteristics of different time periods and people in history
EYFS/KS1	<p>Place known events and objects in chronological order</p> <p>Sequence events and recount changes within living memory (<i>linked to pupils' own lives when introducing the concept of chronology</i>)</p> <p>Use common words and phrases relating to the passing of time</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods</p>	<p>Find answers to some simple questions about the past from simple sources of information</p> <p>Relate his/her own account of an event and understand that others may give a different version</p> <p>Ask and answer relevant basic questions about the past</p> <p>Describe some simple similarities and differences between artefacts</p> <p>Sort artefacts from 'then' and 'now'</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented</p> <p>Ask and answer questions, choosing Use an increasing range of common words and phrases relating to the passing of time</p>	<p>Talk, draw or write about aspects of the past</p> <p>Identify some similarities and differences between ways of life in different periods</p> <p>Understand key features of events</p> <p>Describe changes within living memory and aspects of change in national life</p> <p>Describe significant historical events, people and places in his/her own locality</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Rosa Parks, Mary Seacole and/or Florence Nightingale</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</p>
LKS2	<p>Place some historical periods in a chronological framework</p> <p>Use historic terms related to the period of study</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Make comparisons between aspects of periods of history and the present day</p>	<p>Describe memories of key events in his/her life using historical vocabulary (linked to pupils own lives reinforcing the concept of chronology)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Understand that sources can contradict each other</p> <p>Compare sources of information available for the study of different times in the past</p>	<p>Describe significant historical events, people and places in his/her own locality</p> <p>Understand that the type of information available depends on the period of time studied</p> <p>Give some reasons for some important historical events</p>

UKS2	<p>Use dates to order and place events on a timeline</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p>	<p>Evaluate the usefulness of a variety of sources and using parts of stories and other sources to show that he/she knows and understands key features of events</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>
	<p>Progression after the primary age range:</p> <p>Show an extended and deepening chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning</p> <p>Identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time</p> <p>Use historical terms and concepts in increasingly sophisticated ways</p> <p>Pursue historically valid enquiries including some he/she has framed himself/herself, and create relevant, structured and evidentially supported accounts in response</p> <p>Understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed</p>		