History

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|  | Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological events | Imitates events in their own life during play.Talks about special events in their own lives. | Put significant events in their lives in order.Begin to understand past and present. | Put things in orderSignificant to themselves. | Put things in order within the topic. | Order events over a larger timescale.  | Beginning to think about the impact of historical events/people. | Shows some understanding and talks with some clarity about the impact of historical events. | Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. |
| Use of sources | Begin to look at the world around them.Begin to ask questions. | Ask questions to find out more about People or photographs. Say own opinions and ideas. | People, photographs, Personal Opinions and facts. | Offers opinions and facts with some reasoning. | Distinguishing between fact and opinions and given reasons. | Understanding the difference between primary and secondary sources. | Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.subject. | Understand the methods of historical enquiry, including how it is used to make historical claims. |
| Historical Enquiry | Begin to ask why. | Ask questions to find out more information. | Who? Where? When? Why? | Answer simple questions relating to the topic. | Children pose own questions to gain an understanding of the topic. | Generate purposeful questions.  | Begin to use questions to understand significant events. | Identify significant events, make connections, draw contrast and analyse trends |
| Analyse and evaluate the impact of significant people/events in history | Talk about past and present in their own lives and that of family and friends. | Begin to talk about why something has happened showing their understanding. | To talk simply about why something happened. | Explore a particular event and how if affected people at the time. | Question why something happened and how it impacted people. | Question why something happened and how it impacted people long term. | A detailed study of a particular famous person and their historical legacy. | A detailed study of a particular famous person and their historical legacy from at least two different points of view. |
| Vocabulary | Long ago,PastNowPresentTomorrow future. | Past PresentFutureUse and understand meanings of words related to topic. | Past , present, futureLanguage specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified) | Language specific to topic (e.g. mummified) |
|  | Historical timeline: **FS:** Events within living memory- Historic Lincoln, the place where I live.The royal family/ Kings and Queens.**KS1:**Changes within living memory. Events from the past centuries *e.g. The Great fire of London, The first Airplane flight (nationally or globally)* Significant individuals from the past to compare life in different periods *e.g. Kings and Queens, Explorers e.g. Christopher Columbus and Neil Armstrong. Florence Nightingale, Mary Seacole, Rosa Parks.* Historical events, people and places in their locality e.g. *The history of Lincoln, Hartsholme Park etc.* **LKS2;**Britain stone age to iron age/ Celts e.g. Early hunter-gatherers, early farmers, bronze age, iron age, The Roman Empire and its impact on Britain *e.g. Influence on Lincoln could be a focus, culture and beliefs, roman inventions, Boudica, Julius Caesar etc.* Local history study *e,g. Ireland, Scotland, Famous invasions or a significant sites in British history.* Ancient Greece e.g. a study of achievements and their influence on the western world. **UKS2:** Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066. *E.g. Case studies on changing monarchs, Changes in social history i,e, crime and punishment, turning points in British history- the first railways, the battle of Britain, the great wars.* Earliest civilizations – *e.g. Inca’s, Aztecs.*Non-European society to provide contrasts *e.g. Mayan Civilization, African civilizations.*  |