



BRADGATE
Education Partnership

Gaddesby Primary School

History Curriculum

2022 – 2023



History			
EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
<u>Chronological Understanding</u>	<u>Chronological Understanding</u>	<u>Chronological Understanding</u>	<u>Chronological Understanding</u>
<p>Make reference to previous events to develop children's understanding of past and present (C&L)</p> <p>To begin to explore how to sequence events-- for example brushing teeth (C&L)</p> <p>Order and sequence simple stories (L)</p>	<p>Place known events and objects in chronological order.</p> <p>Sequence events and recount changes within living memory.</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>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Describe memories of key events in his/her life using historical vocabulary.</p> <p>Place some historical periods in a chronological framework.</p> <p>Use historic terms related to the period of study.</p>	<p>Use dates to order and place events on a timeline.</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066 - Tim Burners-Lee.</p>
<u>Historical Enquiry</u>	<u>Historical Enquiry</u>	<u>Historical Enquiry</u>	<u>Historical Enquiry</u>
<p>Engage in non-fiction books (C&L)</p> <p>Begin to explore similarities and differences between past and now (UTW)</p> <p>Understand the past through the use of books (UTW)</p> <p>Developing an understanding of how technology can help us find out information (UTW)</p>	<p>Find answers to some simple questions about the past from simple sources of information.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</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>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>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>Compare sources of information available for the study of different times in the past.</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>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>

<u>Historical Interpretations</u>	<u>Historical Interpretations</u>	<u>Historical Interpretations</u>	<u>Historical Interpretations</u>
<p>Comment on images of familiar situations in the past (UTW)</p> <p>Learn how occupations have developed linked to past events (firefighters-- Great fire of London and Nurses- Florence Nightingale)</p>	<p>Describe changes within living memory and aspects of change in national life.</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> <p>Describe significant historical events, people and places in his/her own locality.</p> <p>Relate his/her own account of an event and understand that others may give a different version</p>	<p>Understand that sources can contradict each other.</p>	<p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends on the period of time studied.</p> <p>Evaluate the usefulness of a variety of sources</p>
<u>Organisation and Communication</u>	<u>Organisation and Communication</u>	<u>Organisation and Communication</u>	<u>Organisation and Communication</u>
<p>Talk about lives of people around them and the community that we live in. (UTW)</p>	<p>Talk, draw or write about aspects of the past.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>	<p>Communicate his/her learning in an organised and structured way, using appropriate terminology.</p> <p>Use an increasing range of common words and phrases relating to the passing of time.</p> <p>Use historic terms related to the period of study.</p>	<p>Present findings and communicate knowledge and understanding in different ways.</p> <p>Provide an account of a historical event based on more than one source</p>
<u>Understanding of Events, People and Changes</u>	<u>Understanding of Events, People and Changes</u>	<u>Understanding of Events, People and Changes</u>	<u>Understanding of Events, People and Changes</u>
<p>Bring in pictures to share with class peers to discuss themselves and similarities and differences between themselves. (C&L)</p> <p>Talk about members of family and community (UTW)</p>	<p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</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. Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale.</p>	<p>Describe changes in Britain from the Stone Age to the Iron Age including Palaeolithic, Mesolithic and Neolithic. They will also know about Stonehenge and Skara Brae.</p> <p>Describe the Roman Empire and its impact on Britain Describe a local history study - Bosworth Battle Fields and the discovery of King Richard 111's body.</p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Give some reasons for some important historical events - Robert Falcon Scott and Matthew Henson (diversity), Sir Edmund Hillary and Tenzing Norgay, Katherine Johnson.</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>Note connections, contrasts and trends over time and show developing appropriate use of historical terms.</p>

		Describe the achievements of early civilizations - Ancient Egypt.	Describe a non-European society that provides contrasts with British history - Mayan civilization c.AD 900 and Benin (West Africa) c.AD 900 - 1300 Describe a local history study.
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