



HISTORY

at Roydon Primary School

Objectives from the National Curriculum:

<p>EYFS: Early Learning Goals can be found by clicking here</p> <p>The reading Early Learning Goal is: Understanding the world – Children talk about past and present events in their own lives and the lives of family member.</p>	<p>Key Stage 1:</p> <ul style="list-style-type: none"> • Changes within living memory. • 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. 	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • 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 civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
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Progression of Skills:

EYFS/Year 1	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
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Chronology

<p>Sequence events or objects in chronological order.</p>	<p>Sequence events or objects in chronological order.</p> <p>Sequence events or artefacts closer together in time.</p> <p>Sequence photos, etc. from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Place the time studied on a time line and events from the time period.</p> <p>Use dates related to the passing of time.</p> <p>Use terms related to the period and begin to date events, understanding more complex terms e.g. BCE/AD.</p>	<p>Place current study on time line in relation to other studies.</p> <p>Know and sequence key events of time studied.</p> <p>Use relevant terms and periods labels.</p> <p>Relate current studies to previous studies.</p> <p>Make comparisons between different times in history.</p>
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Range & Depth of Historical Knowledge			
<p>Begin to describe similarities and differences in artefacts drama – why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p>	<p>Begin to describe similarities and differences in artefacts drama – why people did things in the past.</p> <p>Use a range of sources to find out characteristic features of the past.</p> <p>Find out about people and events in other times.</p> <p>Collections of artefacts – confidently describe similarities and differences.</p> <p>Drama – develop empathy and understanding (hot seating, sp. and listening)</p>	<p>Find out about everyday lives of people in time studied.</p> <p>Compare with our life today.</p> <p>Identify reasons for and results of people’s actions. Understand why people may have had to do something.</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations.</p>	<p>Study different aspects of life of different people</p> <p>Examine causes and results of great events and the impact on people.</p> <p>Compare life in early and late times studied, comparing an aspect of life with the same aspect in another period.</p> <p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs and behaviour with another period studied.</p> <p>Write explanation of cause and effect of past event, using evidence to support & illustrate.</p> <p>Know key dates, characters & events of time studied.</p>
Interpretations of History			
<p>Remembers and talks about significant events in their own experiences.</p> <p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past, websites).</p>	<p>Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website).</p> <p>Compare pictures or photographs of people or events in the past.</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p> <p>Look at representations of the period</p> <p>Look at the evidence available and begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge</p>	<p>Compare accounts from different sources, offering reasons for differing versions of events.</p> <p>Link sources and work out how conclusions were reached.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confident use of the library etc. for research.</p>
Historical Enquiry			
<p>Sort artefacts “then” and “now”</p> <p>use as wide a range of sources as possible</p> <p>Ask and answer questions related to different sources and objects.</p>	<p>Sort artefacts “then” and “now”</p> <p>Sequence a collection of artefacts, using a time line</p> <p>Ask and answer simple questions related to different sources and objects.</p> <p>Use a wide range of sources, asking why, what, who, how, where questions and find answers.</p> <p>Discuss the effectiveness of sources.</p>	<p>Use a range of sources to find out about a period, observe small details</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library, e-learning for research.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Choose relevant material to present a picture of one aspect of life in time past.</p>	<p>Identify primary and secondary sources.</p> <p>Use evidence to build up a picture of life in time studied.</p> <p>Select relevant sections of information.</p> <p>Confident use of library, e-learning, research.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathering from several sources together in a fluent account.</p>

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Year group	Term	Starting Reception in September:			
		2018/2022	2019/2023	2020/2024	2021/2025
Reception	Autumn	Superheroes	Space & Aliens	Pirates	Inspirational People
	Spring	Dr Seuss	Under the Sea	Houses & Homes Great Fire of London	Dinosaurs
	Summer	Seaside	Minibeasts	Dragons	Farm to Fork
Year 1	Autumn	Space & Aliens	Pirates	Inspirational People	Superheroes
	Spring	Under the Sea	Houses & Homes Great Fire of London	Dinosaurs	Dr Seuss
	Summer	Minibeasts	Dragons	Farm to Fork	Seaside
Year 2	Autumn	Pirates	Inspirational People	Superheroes	Space & Aliens
	Spring	Houses & Homes Great Fire of London	Dinosaurs	Dr Seuss	Under the Sea
	Summer	Dragons	Farm to Fork	Seaside	Minibeasts

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Year group	Term	Starting Year 3 in September:	
		2017/2019	2018/2020
Year 3	Autumn	Stone Age & Iron Age	Roman Empire
	Spring	Weather	Volcanos & Earthquakes
	Summer	Tudors	Anglo-Saxons & Vikings
Year 4	Autumn	Roman Empire	Stone Age & Iron Age
	Spring	Volcanos & Earthquakes	Weather
	Summer	Anglo-Saxons & Vikings	Tudors
Year 5	Autumn	Mayans	Ancient Greece
	Spring	Egyptians	World War II
	Summer	Rivers & Coasts	Mountains
Year 6	Autumn	Ancient Greece	Mayans
	Spring	World War II	Egyptians
	Summer	Mountains	Rivers & Coasts