

HISTORY			
Autumn Spring Summer			
INTENT			
End of EYFS	End of KS1	End of KS2	
Pupils will be given the opportunity to: • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past • Talk about their families and their community.	Pupils will be given the opportunity to: • Explore changes within living memory • Investigate events beyond living memory that are significant nationally or globally • Study 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 • Explore significant historical events, people and places in their own locality.	Pupils will be given the opportunity to: • Learn about changes in Britain from the Stone Age to the Iron Age • Explore the Roman Empire and its impact on Britain • Investigate Britain's settlement by Anglo-Saxons and Scots • Explore the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Undertake a local history study • Undertake a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Explore the achievements of the earliest civilizations including Ancient Egypt • Study Ancient Greece – a study of Greek life and achievements and their influence on the western world • Learn more about a non-European society that provides contrasts with British history, for example early Islamic civilization or the Mayan civilization.	

IMPLEMENTATION			
Core Skills	End of EYFS	End of KS1	End KS2
Investigate and interpret the past	• Explain similarities and differences between their life and the past • Identify ways in which the past is represented through artefacts, photographs and stories	• Ask and answer questions about the past • Use stories, pictures, and online sources to find out about the past • Compare elements of the past with the present • Start to understand that there can be different versions of the same event from the past; • Explain that there are different types of evidence and sources that can be used to help represent the past.	• Make inferences about the past from primary and secondary sources • Choose suitable sources and a wide range of evidence and explain reasons for their choice • Find and analyse a wide range of evidence and explain their effectiveness in understanding the past • Show an understanding of the importance of context in evaluating sources • Analyse or question the reliability of sources • Select relevant sections of information to address historically valid questions and construct detailed, informed responses
Build an overview of History	• Know that some things are from the past and were used before they were born • Answer 'how' and 'why' questions • Ask simple questions about artefacts	• Explain why significant people are remembered • Understand that there are reasons why people in the past acted as they did • Describe changes that have happened in the locality of the school • Compare the lives of significant figures from different periods.	• Give a broad overview of life in Britain during the areas studied noting connections, contrasts and trends over time in the everyday lives of people • Compare and contrast the periods studied with other areas of interest around the world • Describe the reasons for the social, ethnic, cultural or religious diversity using appropriate historical terms • Explain how characteristics of the past have influenced our present society
Understand chronology	• Develop an understanding that things were different in the past and know things happened before they were born • Fit people/events onto a chronological framework	• Place events and artefacts in order on a timeline • Order dates from earliest to latest on simple timelines • Describe memories and changes that have happened in their own lives	• Order and increasing number of significant events, movements and dates on a timeline using dates accurately • Describe changes in a period of history using dates and terms including: social,

	Use simple language that relates to the passing of time	Use words and phrases to show the passing of time e.g. earliest, latest, past, present, future, century, modern	religious, political, cultural and technological - Compare periods of rapid change with those of little change - Understand the concept of continuity and change, representing with dates on timelines - Understand how some historical events/periods occurred concurrently in different locations
Communicate about History	Talk about how the lives of parents/grandparents were different to today	- Identify key events in a nation's history - Talk, write and draw about things from the past - Use historical vocabulary to retell simple stories about the past	- Use appropriate terminology to evaluate the impact of historical change - Present factual information, based on evidence sources, about the past using discussions, debates and written narratives - Plan and present a self-directed project or research about a studied period
Understand cause and consequence	Know that events of the past have impacted celebrations and events today	- Understand that a cause makes something happen and that historical events have causes - Explain that historical events are caused by things that occurred before them - Understand that a consequence is something that happens as a result of something else	- Examine the short and long-term causes of an event being studied - Understand that some causes may be more significant than others and that one event can have multiple consequences that impact different countries and civilisations - Begin to understand that historians may not agree on the main cause of an event - Address and devise historical questions about cause and consequence
IMPACT			
Pupil Voice			
Subject Monitoring			