



National Curriculum (2014)  Coverage  Teaching about people, events and changes	<b>Key Stage 1</b>		
	<b>EYFS</b>	<b>YEAR 1</b>	<b>YEAR 2</b>
<b>Progression</b>  <b>Chronological Understanding</b>	<p>I can begin to make sense of my own life story and family history.</p> <p>I can talk about members of my immediate family and community.</p> <p>I can name and describe people who are familiar to them.</p> <p>I can talk about the lives of the people around them and their role in society</p> <p>I can understand and use everyday language related to time</p> <p style="text-align: center;"><b><u>Vocabulary</u></b> Past, Now, yesterday, last week, At the weekend, this morning, last night</p>	<p>I know how to put up to three objects or known events in chronological order on a time line.</p> <p>I can place new learning about historical people and events with others that I have learnt about before on a timeline</p> <p>I know how to label timelines with words or pictures.</p> <p>I can tell others about changes that have happened in my own lifetime</p> <p>I know how things have changed since my parents or grandparents were children (living memory)</p> <p>I know how to use dates to talk about people or events from the past (when appropriate)</p> <p style="text-align: center;"><b><u>Vocabulary</u></b> in order, a long time ago, recently, when my ..were children, in the ____ times (e.g. Victorian), before, after, then, now,</p>	<p>I can put an increasing number of events or artefacts in order on a timeline</p> <p>I can connect my new learning about historical people and events to others that I have learnt about before.</p> <p>I can label timelines with words, pictures or phrases and give reasons for their order.</p> <p>I know how to make connections between long and short timescales.</p> <p>I know how to use dates to talk about people or events in the past.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b> Years, decades, centuries 'past', 'present', 'living memory, beyond living memory</p>
<b>Historical Enquiry</b>	<p>I can comment on images of familiar situations in the past.</p> <p>I know some similarities and differences between things in the past and now, drawing on their experiences and what has been read to them in class</p>	<p>I know how people find out about the past (artefacts, photographs, pictures)</p> <p>I have experience of a local museum (Hastings) and handling historical artefacts appropriately. (Visit or loan boxes)</p>	<p>I can understand and talk about how people find out about the past</p> <p>I have experience of a museum exhibition to build understanding of how they preserve history and telling us stories about our past (Hastings Museum)</p>



	<p>I can talk about changes.</p> <p>I can answer 'how' and 'why' questions about experiences and in response to stories or events.</p> <p>I can handle and look at objects carefully talking about what I notice.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>How, why, because, find out, I wonder what/ if/ when/ why?</p>	<p>I know how to ask simple questions such as What was it like? What happened? How long ago was it?</p> <p>I know how to answer questions by using sources such as pictures and information books.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Questions, evidence, collect, history, information, sources, artefacts, objects, historians, investigate</p>	<p>I know how evidence is collected and used to make historical facts</p> <p>I know how to choose and use parts of stories and other sources to show understanding</p> <p>I can research a famous person or event from the past using a range of different sources</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>points of view, opinion, sources of information, resources, research</p>
<p style="text-align: center;"><b>Knowledge and Interpretation</b></p>	<p>I can look closely at similarities, differences, patterns and change</p> <p>I can understand the past through settings, characters and events encountered in books read in class and story telling</p> <p>I can compare and contrast characters from stories, including figures from the past.</p> <p>I can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>I can see, I saw, same, different, similar, change What happened? Because,</p>	<p>I know how to answer questions using a range of artefacts, photographs, pictures provided.</p> <p>I know how to recount some interesting facts from an historical event</p> <p>I can talk about some important people from the past</p> <p>I can tell you how I found out about people or events from the past</p> <p>I can talk about similarities and differences between two different time periods</p> <p>I know how past events and people changed the way we do things today</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p> <p>Explain, facts, reasons, events, actions, time periods (e.g. Victorians, Normans)</p>	<p>I know how to describe an historical event, explaining the causes and what the consequences were.</p> <p>I know the impact that a significant event had on the way we live today</p> <p>I can describe significant people from the past and talk about what they did.</p> <p>I know that there are reasons why people in the past acted as they did</p> <p>I know how local people or events in history have changed things nationally (or internationally)</p> <p>I know how to choose and use parts of stories or other sources to show that I understand events or people from the past and create my own account.</p> <p>I know that some forms of evidence are more reliable than others when finding out about the past</p> <p>I can show an understanding of concepts such as national, international importance, monarchy, parliament, war and peace when talking about historical people or events.</p> <p style="text-align: center;"><b><u>Vocabulary</u></b></p>



			Reliable, national, international importance, monarchy, parliament, war peace, explain, reasons, events, causes, consequences, impact, affected, actions, time periods (eg Saxons, Normans)
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<b>National Curriculum (2014)</b>	<b>Key Stage 2</b>
<b>Coverage:</b>	
<b>British, Local and World History</b>	<ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain's settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• 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.</li> </ul>
	<b>Key Stage 2</b>
<b>Progression</b>	Continue to develop chronologically secure knowledge of history
<b>Chronological Understanding</b>	<p>Understand both the long arc of development and the complexity of specific aspects of content</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Understand that different versions of the past may exist, giving some reasons for this (Not explicitly stated but is natural progression between KS1 and KS3)</p>
<b>Historical Enquiry</b>	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>
<b>Knowledge and Interpretation</b>	<p>Develop the appropriate use of historical terms</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>