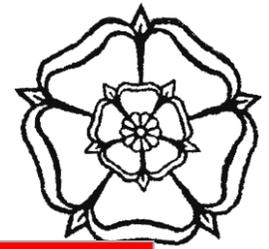




Thornton-in-Craven Community Primary and Nursery School

Cam Lane, Thornton-in-Craven, North Yorkshire, BD23 3SX



History Key Learning

| EYFS | KS1 | Lower KS2 | Upper KS2 |
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| Events, People and Changes | | | |
| <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. | <ul style="list-style-type: none"> • Changes within living memory (including aspects of national life where appropriate) (Toys; Food) • Events beyond living memory which are significant nationally or globally. (Great Fire of London, Gunpowder Plot) • The lives of significant individuals in the past who have contributed to national and international achievements. (Health theme, Sports theme) • Significant historical events, people and places in the pupils' own locality (Skipton Castle) | <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 • A local history study (Thornton Primary School) • A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (Education) • The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth) • 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 | <ul style="list-style-type: none"> • Ancient Greece – Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history (Mayans) • A study or theme in British History that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment, Entertainment in 20th Century, Battle of Britain) • A local history study (Industrial Revolution) |
| Enquiry, Interpretation and Using Sources | | | |

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| <ul style="list-style-type: none"> • Identify similarities and differences. • Know that information can be retrieved from books, the internet and people. • Begin to ask and answer 'how' and 'why' questions in response to stories or events. | <ul style="list-style-type: none"> • Make simple observations about different people, events, beliefs and communities • Use sources to answer simple questions about the past e.g. which object is older? How do we know? • Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past • Consider why things may change over time • Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?' • Identify some of the basic ways the past can be represented e.g. through pictures • Choose parts of stories and other sources to show what they know about significant people and events | <ul style="list-style-type: none"> ▪ Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did..?' 'Why were..?' 'What was important..?' ▪ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence ▪ Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' ▪ Recognise that different versions of past events may exist. ▪ Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' ▪ Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. ▪ Identify historically significant people and events in different situations | <ul style="list-style-type: none"> ▪ Use a wide range of sources as a basis for research to answer questions and to test hypotheses ▪ Regularly address and sometimes devise historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ▪ Recognise how our knowledge of the past is constructed from a range of different sources ▪ Give some reasons for contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' ▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives ▪ Evaluate sources and make inferences ▪ Choose relevant sources of evidence to support particular lines of enquiry ▪ Recognise that some events, people and changes are judged as more historically significant than others |
| Chronology | | | |

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| <ul style="list-style-type: none"> ▪ Talk briefly about past events at home e.g. 'yesterday' ▪ They use past, present and future forms accurately when talking about events. ▪ Talk about brief differences in the past. For example, they can find out about the childhood of their grandparents. | <ul style="list-style-type: none"> ▪ Recognise the distinction between past and present. ▪ Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). ▪ Recognise that their own lives are similar/different from the lives of people in the past ▪ Identify some similarities and differences between ways of life at different times. ▪ Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago | <ul style="list-style-type: none"> ▪ Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc. ▪ Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time ▪ Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. ▪ Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. | <ul style="list-style-type: none"> ▪ Sequence events and periods using appropriate terms e.g. chronology, legacy, continuity, change, trends ▪ Identify where people, places and periods fit into a chronological framework by analysing connections, changes, trends and contrasts over time. ▪ Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. ▪ Describe and make links between main events, situations and changes within and across different periods of time, as well as between short- and long-term timescales |
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Communication

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| <ul style="list-style-type: none"> ▪ Describe special or significant events in their own lives ▪ Demonstrate simple historical events through speaking, role-play, and picture stories ▪ Listen to and retell simple stories about people and events from the past | <ul style="list-style-type: none"> ▪ Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc. ▪ Use historical concepts such as now/then and same/different when making simple connections and noting contrasts ▪ Describe special or significant events in their own lives ▪ Demonstrate simple historical concepts and events through speaking, role-play, and picture stories ▪ Retell simple stories about people and events from the past ▪ Talk about who/what was significant/important in a simple | <ul style="list-style-type: none"> ▪ Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. ▪ Discuss some of the connections between local, regional, national and international history ▪ Talk and write about historical events and changes by selecting and organising historical information and dates ▪ Discuss historical issues and changes ▪ Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, | <ul style="list-style-type: none"> ▪ Describe and explain significant aspects of non-European societies as well as settlements in Britain ▪ Discuss how Britain has influenced and been influenced by the wider world ▪ Describe aspects of cultural, economic, military, political, religious and social history ▪ Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms. ▪ Discuss and debate historical issues acknowledging contrasting evidence and opinions ▪ Use appropriate vocabulary when discussing and describing historical |
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| | historical account | civilization, empire etc. <ul style="list-style-type: none">▪ Communicate historical findings through a range of methods including the use of ICT, maps and timelines▪ Produce own accounts that make some connections and describe some contrasts | events and concepts e.g. bias, reliability, democracy, parliament, peasantry and society <ul style="list-style-type: none">▪ Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines▪ Produce structured work that makes connections, provides contrasting evidence and analyses trends |
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