

History – Key threads through the curriculum (non-negotiable lessons and learning)

	EYFS	Year 1	Year 2	Year 3	Year 4
<b><u>Chronology</u></b>	How have I changed since I was born? + The chronology of a day/week + Lifecycles  <b>now, next, then, today, tomorrow, yesterday, this/last/next year</b>	Significant dates in the lives of Mary Seacole and Florence Nightingale  <b>When...?, timeline</b>	Understanding the day-to-day chronology of the Great Fire + Where do the lives of the ‘Famous People’ sit on a timeline  <b>Chronological order, The Great Fire of London</b>	A study of the major dates in The Roman occupation of Britain  <b>era/period, BCE Before Common Era, CE Common Era, Stone Age, Bronze Age, Iron Age, Celts, Romans</b>	Timeline of British History from the Stone Age until the present day. Organised in centuries and with major Eras labelled and the <b>change</b> discussed.  <b>Vikings, Ancient Greece/Greeks, Century, Millenium</b>
<b><u>Concepts</u></b> (Change and Continuity; Cause and Consequence; Similarity and Difference; Significance)	People who help us – <i>similarity and difference</i>  Why do we wear poppies? <i>Cause and consequence</i>  <b>Remember(ance), change, same, different, birthday</b>	Why do we celebrate 5 <sup>th</sup> November, bonfire night? <i>Cause and consequence</i> + Comparing toys from today to those in the past <i>Similarity and Difference</i>  <b>Similar, because, important, inventions,</b>	Why are certain people remembered/famous? <i>Significance</i> + Why were castles built? <i>Cause and Consequence</i>  <b>Memorial, experts, opinion, conquest, medal</b>	How was the landscape changed by Stone Age lifestyle? <i>Change and Continuity</i> + How Britain changed under Roman rule? <i>Cause and Consequence</i>  <b>Conquest, empire, significance, impact, reasons, change, effect</b>	How did The Vikings change Britain? Cause and Consequence/Significance + How do the Ancient Greeks still impact modern society? <i>Similarity and Difference</i>  <b>Settlers, migration, kingdoms, conversion, raids, democracy</b>
<b><u>Historical Enquiry</u></b> (range of sources)	How do I know what life was like for my parents/grandparents when they were young?  <b>Pictures, told</b>	How do we know what children played with in the past? How do we know what a seaside holiday was like in the past?  <b>Memories, photograph, drawing, artefact</b>	How do we know about how people tried to put out the great fire of London?  <b>Diary, explore/rs, memorial, investigate, research, evidence, letters, newspapers, websites</b>	How does cave art help us understand how the first humans lived?  <b>Archaeology/ist, sources</b>	What and how can we learn from Greek pottery? How do we know what a Viking warrior looked like?  <b>Myths and legends, first-hand/primary source, second-hand/secondary source</b>

<p><b><u>Perspectives</u></b></p> <p>–</p> <p>The point of view or position from which people understand an event</p>	<p>What was Christmas day like for me (compared to others)</p> <p>How are our birthday celebrations different?</p> <p><b>Same, different</b></p>	<p>Guy Fawkes – Why did he and the plotters plan this?</p> <p>How were their views different to others?</p> <p>+</p> <p>The views of Mary Seacole and Florence Nightingale compared to established practise.</p> <p><b>Opinion, Catholic, Protestant, traitor</b></p>	<p>The varying lives/roles in a castle.</p> <p><b>King, Queen, peasant, knight</b></p>	<p>The Boudicca revolt – the viewpoints of the Romans and Celts</p> <p><b>Resistance, army/soldiers, viewpoint</b></p>	<p>The Viking attack on Lindisfarne – consider the viewpoints of both the Vikings and the Monks</p> <p><b>Perspective</b></p>
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**Chronology** (THE HISTORICAL ASSOCIATION <https://www.history.org.uk/>)

History as a subject forms part of the National Curriculum for Key Stage 1 and Key Stage 2 but developing early chronological understanding is crucial for younger children in order that they can make sense of their day-to-day lives and can talk about past and upcoming events with understanding.

Chronology is the air that history breathes and without it children's historical understanding is limited. Chronological understanding enables pupils to place their learning within the 'bigger picture' and better remember historical people, periods and events. So:

- Key Stage 1 pupils should be aware of terms that describe the passing of time and be able to place events and objects in chronological order. Furthermore, they should be aware of a past beyond living memory.
- Early in KS2, pupils should develop an awareness of chronology, be able to employ dates and terms to describe the past, and realise that the past can be divided into periods.

**Concepts** (<https://aberfordprimaryschool.co.uk/our-school/curriculum/history>)

**Substantive Concepts** – abstract concepts such as invasion, empire, trade, monarchy. Pupils will explore wide ranging concepts across the curriculum but some will be more frequently encountered (see above)

**Disciplinary Concepts** – develop pupils’ rational and critical thinking:

- Cause and Consequence
- Change and continuity
- Similarity and difference
- Historical significance
- Interpretations and evidence

**Historical Enquiry** (THE HISTORICAL ASSOCIATION <https://www.history.org.uk/>)

A key cornerstone of history is historical enquiry. Quality history provision has historical enquiry at its heart. Through historical enquiry children can be shown how to ask questions, select and evaluate evidence and to make judgments about the past. It can also be a vital way of showing them that there is often more than one side to a story and that history is multi-perspective. Historical enquiry is all about asking questions or hypothesising about the past that we hope the evidence will help us to answer, but getting the enquiry question right is not always easy. In this section you will find resources and guidance that will help you to plan challenging enquiries for your children that will help them to develop as historians.

**Historical Perspectives**

Helping children to see that there is usually more than one way of looking at something in history.