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| **EYFS**  **Understanding the World (People and Communities)**  Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.  **Understanding the World (The World)**  Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. |

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|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Chronological understanding | Sequence events in their life.  Sequence 3 or 4 artefacts from distinctly different periods of time.  Match objects to people of different ages. | Sequence artefacts closer together in time - check with reference book. Sequence photographs etc. from different periods of their life. Describe memories of key events in lives. | Place the time studied as a time line.  Use dates and terms related to the study unit and passing of time. Sequence several events or artefacts. | Place the time studied on time line.  Use terms related to the period and begin to date events.  Understand more complex terms e.g: BC/AD | Know and sequence key events of time studied.  Use relevant terms and period labels. Make comparisons between different times in the past. | Place current study on time line in relation to other studies.  Use relevant dates and terms.  Sequence up to 10 events on a time line. |
| Range and depth of historical knowledge | Recognise the difference between past and present in their own and others’ lives.  They know and recount episodes from stories about the past. | Recognise why people did things, why events happened and what happened as a result.  Identify differences between ways of life at different times. | Find out about everyday lives of people in time studied.  Compare with our life today.  Identify reasons for and results of people's actions. Understand why people may have wanted to do something. | Use evidence to reconstruct life in time studied. Identify key features and events of time studied.  Look for links and effects in time studied.  Offer a reasonable explanation for some events. | Study different aspects of different people - differences between men and women.  Examine causes and results of great events and the impact on people. Compare life in early and late 'times' studied. Compare an aspect of lie with the same aspect in another period | Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied.  Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.  Know key dates, characters and events of time studied  Interpretations. |
| Interpretations of history | Use stories to encourage children to distinguish between fact and fiction.  Compare adults talking about the past – how reliable are their memories? | Compare 2 versions of a past event.  Compare pictures or photographs of people or events in the past.  Discuss reliability of photos/ accounts/stories. | Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story. Look at representations of the period – museum, cartoons etc | Look at the evidence available. Begin to evaluate the usefulness of different sources. Use text books and historical knowledge. | Compare accounts of events from different sources – fact or fiction.  Offer some reasons for different versions of events. | Link sources and work out how conclusions were arrived at.  Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.  Be aware that different evidence will lead to different conclusions. Confidently use the library and internet for research. |
| Historical investigation | Find answers to simple questions about the past from sources of information e.g. artefacts. | Use a source – observe or handle sources to answer questions about the past on the basis of simple observations | Use a range of sources to find out about a period. Observe small details – artefacts, pictures.  Select and record information relevant to the study.  Begin to use the library and internet for research. | Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.  Ask a variety of questions.  Use the library and internet for research. | Begin to identify primary and secondary sources.  Use evidence to build up a picture of a past event. Select relevant sections of information.  Use the library and internet for research with increasing confidence. | Recognise Primary and secondary sources.  Use a range of sources to find out about an aspect of time past.  Suggest omissions and the means of finding out.  Bring knowledge gathered from several sources together in a fluent account. |
| Presenting, Organising and Communicating. | Communicate their knowledge through: Discussion, Drawing pictures, Drama/role play, Making models, Writing, Using ICT |  | | Recall, select and organise historical information.  Communicate their knowledge and understanding.  Select and organise information to produce structured work, making appropriate use of dates and terms. | | |

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| **Intent**  Cotton End Forest School offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts required in the National Curriculum. This also aims to develop historical skills and concepts which are transferable to whatever period of history is being studied and will equip children for future learning. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.  The coverage of recent history in KS1 such as ‘The Great Fire of London’ and ‘Florence Nightingale’ enables children to acquire an understanding of time, events and people in their memory and their parents’ and grandparents’ memories. For KS1, we have designed a curriculum that can be covered chronologically in reverse to allow a full opportunity for children to really grasp the difficult concept of the passing of time.  The intent in lower KS2 is that children can work in chronological order from ancient history such as ‘Romans’ and then progress onto more modern history such as local history studies.  Upper KS2 allows children to repeat and embed this sequence of chronology with a wider selection of ancient history such as ‘Early Islamic Civilisations’ and Mayan people through to more modern history such as ‘World War II’. The repeat in KS2 of chronological order from ancient to modern allows for children to truly develop and embed a sense of time and how civilisations were interconnected. Children start to understand how some historical events occurred concurrently in different locations, e.g: Ancient Egypt and the Stone Age. Forest school and outdoor learning opportunities are intended to improve children’s historical knowledge and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. |

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| **Implementation**  In order for children to know more and remember more in each area of history studied, there is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision of facts and historical understanding are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build a depth to children’s historical understanding. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. We have suggested a specific series of lessons for each key stage, which will offer structure and narrative but are by no means to be used exclusively, rather to support planning. The revision and introduction of key vocabulary is built into each lesson. This vocabulary is then included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge. Adult guides and accurate historical subject knowledge are always provided within lessons to allow the teacher and adults working in those lessons to feel confident and supported with the historical skills and knowledge that they are teaching. Through these lessons, we intend to inspire pupils and practitioners to develop a love of history and see how it has shaped the world they live in. |

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| **Impact**  The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of history. The learning environment across the school will be more consistent with historical technical vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of history-specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that history is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of historical knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning. |