



History Curriculum Intent: At Barley Croft we aim to bring history to life. This is achieved by planning clear, real world and purposeful lessons that immerse the children in realistic experiences both in school and on exciting educational visits. We ensure that the plans are linked to our REAL projects. Through this children are able to gain a real understanding of their place in history and concepts of when events happened in relation to each other. There will be opportunities for the children to learn about the history of their culture and their local community. The History curriculum is designed to ignite children's curiosity about the past. We are determined that alongside historical knowledge there will be a high focus on the development of specific historical skills to ensure children know more and remember more. We will ensure that they have the opportunity to reflect and talk about their new found knowledge.

Implementation:

Impact:

History Progression & Skills Map	EYFS F1	EYFS F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFSP & Dev. Matters & National Curriculum	Expressive Art & Design – ELG's; 2020 New Early Adopter Curriculum = - T EYFS 2012 (Previous) Curriculum ELG = Being Imaginative and Expressive:		National Curriculum Develop an awareness of the past. Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities/differences between periods		Key Stage 2 Pupils should be taught: National Curriculum Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across periods studied Note connections, contrasts and trends over time			
Chronological knowledge and understanding Understand where things fit into British and world timeline building on previous learning.	Learning familiar routines. Begin to make sense of their own life story	Be able to understand and talk about familiar events in the past.	<i>Establish where new learning fits in with previous learning</i> Sequence events in their life	Place events on a simple timeline , adding times previously studied Recount changes in own life over time	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied Begin to develop a chronologically secure knowledge	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied Begin to develop a chronologically secure	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied Year A – How do we find our way. Timeline with key civilisations	Place the time studied on a UK/world timeline , compare where this fits in to topics previously studied to provide a greater historical perspective Use key timelines to demonstrate changes

Includes duration of events, sense of amount of time between each event/era and sense of period	and families history (UTW – 3&4 Yrs)	Comment on images of familiar situations in the past. (UTW – Reception)	Match objects to people of different ages Sequence 2/3 related artefacts from distinctly different periods of time Remember key parts of stories and memories about the past	Describe memories of key events in their lives Sequence photographs etc from different periods of their life Sequence 3/4 related artefacts closer together in time and check accuracy using reference books/ICT Put 3 people, events or objects in order Know and recount episodes from stories about the past, knowing and understanding key events	and understanding of British, local and world history, establishing clear narratives within and across the periods studied Use dates and terms related to the study unit and passing of time. Year A – Autumn – Who Made Britain? Timeline for Stone Age to Romans. Year A – Summer – Mayans Timeline of Mayans Year B – Autumn – Invaders & Settlers Timeline of Anglo-Saxons and Vikings (building on from Romans from Year A) Sequence several events or artefacts Year A – Autumn – Who Made Britain? Year A – Summer – Mayans	knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Name and place dates of significant events of the period on a timeline Understand more complex historical terms e.g. century, BCE (BC) and CE (AD) Year A – Autumn – Who Made Britain? Romans – death of Christ – creation of AD	on a one page timeline. (World) Year B – Who writes history & Do the Ancient Greeks still live on. (UK/World) Is there a dark side to the moon – timeline Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Year A – How do we find our way (Local History study - KRIII) (World History - Ancient Egypt) Year B - Who write history. WW2 Do the Ancient Greeks still live on. (World History) Know and sequence key events of the time studied Gain greater historical perspective by placing their growing knowledge into different contexts Use and understand relevant terms and period labels Year A – How do we find our way (Local History study - KRIII)	and development in 1 key area: e.g. culture (art), technology or religion Year A – How do we find our way. Timeline with key civilisations on a one page timeline. (World) Year B – Who writes history & Do the Ancient Greeks still live on. (UK/World) Is there a dark side to the moon – Timeline. Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied Year A – How do we find our way (Local History study - KRIII) (World History - Ancient Egypt) Year B - Who write history. WW2 Do the Ancient Greeks still live on. (World History) Sequence up to 10 events on a timeline Use and understand relevant terms and period/movement labels eg industrial revolution renaissance classical period cold war
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<u>Continuity and change in and between periods</u> What changed and what stayed the same?	F1	F2	Talk about similarities and differences between life at different times and ages	Identify similarities and differences between ways of life in different times	Find out about everyday lives of people in time studied and compare with our life today	Look for links and effects in the time studied	Compare an aspect of life with the same aspect in another period	
	To explore toys from past and present. To explore how the environment during dinosaur times has changed.	To understand and talk about the similarities and differences between seaside towns past and present.						
					Year A – Autumn – Who Made Britain? Stone Age settlements into Iron Age (forts) & Roman buildings & systems e.g. roads, sewage systems. Year A – Summer – Mayans Year B – Autumn – Invaders & Settlers		Identify changes within and across historical periods Year A – How do we find our way (Local History study - KRIII) (World History - Ancient Egypt) Year B - Who write history. WW2 Do the Ancient Greeks still live on. (World History)	

Cause and consequence	F1	F2	Recognise why events happened and what happened as a result.		Identify and give reasons for and results of, historical events, situations, changes Regularly address and sometimes devise historically valid questions about cause			
	Talking about your family and knowing that we don't always stay the same. For example your grandparent was once a baby. Begin to make sense of their own life story and families history (UTW – 3&4 Yrs)	Talking about the changes in things as they develop over time. For example transport has changed over time. Comment on images of familiar situations in the past. (UTW – Reception)	Talk about a significant event. Know how this affected the lives of others.	Recognise what a significant event is and that there are negative and positive consequences. Recognise why people did things, why events happened and what happened as a result Use evidence to explain why people acted in the past as they did. Label significant events in time on a timeline.	Identify reasons for and results of people's actions Understand why people may have wanted to do something Year A – Autumn – Who Made Britain? Year A – Summer – Mayans Year B – Autumn – Invaders & Settlers	Offer a reasonable explanation for some events Note connections and cause and effect in historical periods studied	Examine causes and results of great events and impact on people Year A – How do we find our way (Local History study – KRIII/Henry Tudor) (World History - Ancient Egypt – Paper, writing, irrigation system for farming) Year B - Who write history. WW2 (World History – Propaganda, Europe movement of people, concentration camps) Do the Ancient Greeks still live on. (World History – Democracy, Olympic games, Theatre)	Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation Year A – How do we find our way (Local History study – KRIII/Henry Tudor) (World History - Ancient Egypt – Paper, writing, irrigation system for farming) Year B - Who write history. WW2 (World History – Propaganda, Europe movement of people, concentration camps) Do the Ancient Greeks still live on. (World History – Democracy, Olympic games, Theatre)
Historical enquiry Using evidence and communicating ideas	F1	F2	National Curriculum Ask and answer questions Understand some ways we can find out about the past Choose and use parts of stories and other sources to show understanding of key features and events		National Curriculum Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by selecting and organising relevant historical information			
	The children will be supported to explore and ask	The children will be given the opportunity to	Find answers to simple questions about the past from sources of	Look carefully at pictures, eye-witness accounts or artefacts to ask and answer questions about the	Observe small details when looking at artefacts, pictures	Use evidence to build up a picture of a past event	Begin to identify primary and secondary sources	Recognise primary and secondary sources

	questions about things from the past. For example what and why questions. Comment on images of familiar situations in the past. (UTW – Reception)	explore a variety of historical artifacts and ask questions about them. Children can be supported to find answers to their questions.	information eg artefacts Use simple terms to talk about the passing of time Answer simple historical questions	past on the basis of simple observations Ask and answer simple historical questions	Use a range of sources to find out about a period Select and record information relevant to the study Use books and the internet for research Ask and answer appropriate historical questions, using their growing historical knowledge	Choose relevant material to present a picture of one aspect of life in time past Use the library and the internet for research Answer and begin to devise own historically valid questions	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 Answer and devise own historically valid questions about change, cause, similarity, difference and significance Year A – How do we find our way (Local History study – KRIII/Houses/ KRIII visitor centre, trail around Leic) (World History - Ancient Egypt – Looking at pictures of housing, poor/rich women, men and children) Year B - Who write history. WW2 (World History – Propaganda posters, Europe movement of people, children of war, aretefacts, concentration camps) Do the Ancient Greeks still live on. (World History – Democracy, Olympic games, Theatre) Is there a	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 Answer and devise own historically valid questions about change, cause, similarity, difference and significance Year A – How do we find our way (Local History study – KRIII/Houses/ KRIII visitor centre, trail around Leic) (World History - Ancient Egypt – Looking at pictures of housing, poor/rich women, men and children) Year B - Who write history. WW2 (World History – Propaganda posters, Europe movement of people, children of war, aretefacts, concentration camps) Do the Ancient Greeks still live on. (World History – Democracy, Olympic games, Theatre) Is there a
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							dark side to the moon – Space race. Year A – How do we find our way (Local History study – KRIII/Houses/ KRIII visitor centre, trail around Leic) (World History - Ancient Egypt – Looking at pictures of housing, poor/rich women, men and children) Year B - Who write history. WW2 (World History – Propaganda posters, Europe movement of people, children of war, aretefacts, concentration camps) Do the Ancient Greeks still live on. (World History – Democracy, Olympic games, Theatre) Is there a dark side to the moon – Space race.	dark side to the moon – Space race.
<u>Similarities and differences within a period/situation</u> How is this similar to today? How is it different?	F1	F2	National Curriculum KS1 Identify similarities and differences between ways of life in different periods.	National Curriculum KS2 Regularly address and sometimes devise historically valid questions about similarity and difference				
	To explore toys from past and present. To explore the environment	To look at similarities and differences between road based transport.	Talk about similarities and differences between life at different times Recognise the difference between past and present in their own life and the lives of others	Describe social, cultural, religious and ethnic diversity in Britain and the wider world Note contrasts, connection and trends over time Make comparisons between different times in the past				

	during dinosaur times and now.		Make simple observations about different types of people, events, beliefs within a society Identify similarities and differences between ways of life in different times					
<u>Interpretations of history</u> Understand that people may have different viewpoints about the past	F1	F2	National Curriculum Identify different ways in which the past is represented		National Curriculum Understand that different versions of the past may exist, giving some reasons for this			
	To talk about things that have already happened.	To create a simple timeline of familiar past events.	Talk about simple ways in which the past is represented eg paintings, photos, artefacts Compare adults talking about their past – how reliable are their memories? Use stories to encourage children to distinguish between fact and fiction and to help them remember key historical facts	Identify ways that the past is represented and discuss reliability of evidence eg photos, paintings, accounts, stories Compare two versions of a past event Compare pictures or photographs of people or events in the past Use stories to encourage children to distinguish between fact and fiction and help them remember key historical facts	Identify and give reasons for the 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 eg museum, cartoons etc	Look at and evaluate the evidence available Begin to evaluate the usefulness of different sources Use text books and own growing historical knowledge to gain a better perspective	Compare different 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/opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research

<u>Significance of events/people</u> <u>Definition (Ian Dawson)</u> Someone who: Changed events at the time they lived. Improved lots of people's lives. Changed people's ideas. Had a long lasting impact on their country or the world. Had been a really good or bad example to other people of how to live or behave	F1	F2	KS1		KS2			
	To talk about who Florence Nightingale is and what she is famous for in the past.	To talk about St Nikolas and understand why he is part of our history.	Talk about who was important eg in a simple historical account		Identify historically significant people and events in situation			
<u>Organise, evaluate and communicate information</u> All year groups can communicate their knowledge through discussion, drawing, drama/role-play, making models, writing and using ICT	F1	F2	Use simple terms to talk about the passing of time	Use simple terms to talk about the passing of time	Begin to construct own responses that involve thoughtful selection and organisation of relevant historical information	Recall, select and organise historical information	Recall, select and organise historical information	Select, organise and present information in an organised and clearly structured way and in the most effective/appropriate manner (eg written explanation, tables and charts, labelled diagram). Their recording reflects the skill being taught. Make accurate use of specific dates and terms
	To put a familiar event in order.	To create their own timeline of familiar events in the past.	Draw pictures	Write simple stories and recounts about the past	Present findings about the past using speaking, writing, ICT and drawing skills	Construct own responses that involve thoughtful selection and organisation of relevant historical information	Construct informed responses that involve thoughtful selection of relevant historical information	
				Draw labelled diagrams and write about them to tell others about people, objects and events from the past	Suggest different ways of presenting information for different purposes	Present findings about the past using speaking, writing, maths (data handling), ICT, drama and drawing skills.	Present detailed findings giving reference to historical skills being taught in a way that shows awareness of an audience. Use dates and terms correctly	

Key Vocabulary								