



The Federation of the Church Schools of Shalfleet and Yarmouth

Foundation Plans, Progression and Coverage

HISTORY	EYFS Link	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Knowledge	<b>Understanding the world</b> Know about similarities and differences between themselves and others.	<b>Planning process</b> Our school follows the <b>six-step</b> approach to historical enquiry. Each history unit follows this progression with each step consisting of anywhere from one to three lessons, depending on the topic. This sets out the process of gathering historical information and then using and applying it in order to develop the historical skills. The approach can be used either for the whole topic studied <b>or</b> for a particular aspect of the topic studied. <b>Step 1:</b> Teacher motivates pupils to want to learn and scopes the enquiry <b>Step 2:</b> Children collect information in interesting and varied ways <b>Step 3:</b> Children make sense of ideas and process the information <b>Step 4:</b> Children draw their own conclusions, making their own meaning <b>Step 5:</b> Their understanding is checked, developed or refined <b>Step 6:</b> pupils create their final, imaginative product		
		Year 1: <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> <li>Events beyond living memory that are significant nationally (Bonfire night and Guy Fawkes).</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Specific focus on Mary Seacole and/or Florence Nightingale in relation to medicine and women’s rights. Comparison to be made to modern day.</li> </ul> Year 2: <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality. <b>Specific focus on Queen Victoria and Osborne house and her life on the Isle of Wight.</b> Comparisons to be made between Queen Victoria and Queen Elizabeth 2<sup>nd</sup>. Potential to develop and study further Monarchs pre-dating Queen Victoria. Or a study of Christopher Columbus and Neil Armstrong, investigating the differences and similarities between the two.</li> <li>Events beyond living memory that are significant nationally (Great fire of London).</li> </ul>	Year 3: <ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> </ul> Year 4: <ul style="list-style-type: none"> <li>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt.</li> <li>The Roman Empire and its impact on Britain.</li> </ul>	Year 5: <ul style="list-style-type: none"> <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> </ul> Year 6: <ul style="list-style-type: none"> <li>A non-European society that provides contrast with British history – one chosen from: Early Islamic civilisation, including a study of Baghdad c.AD900; The Mayan civilisation c. AD900; Benin (W.Africa) c.AD900 – 1300.</li> <li>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. (A local history study link)</li> </ul>
Skills	<b>Understanding the world –</b> (The World) talk about the features of their own environment (People and Communities) children talk about past and present events in their own lives and lives of family. <b>Communication and Language (Speaking)</b>	<u>Historical Interpretation</u> Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Children can: <ul style="list-style-type: none"> <li>Start to compare two versions of a past event;</li> <li>Observe and use pictures, photographs and artefacts to find out about the past;</li> <li>Start to use stories or accounts to distinguish between fact and fiction;</li> </ul>	<u>Historical Interpretation</u> Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> <li>Explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul>	<u>Historical Interpretation</u> Children should understand how our knowledge of the past is constructed from a range of sources. Children can: <ul style="list-style-type: none"> <li>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</li> <li>Start to understand the difference between primary and secondary evidence and the impact of this on reliability;</li> <li>Know that people in the past represent events or ideas in a way that may persuade others;</li> <li>Begin to evaluate the usefulness of different sources.</li> </ul>

	<p>use past, present and future forms accurately.  <b>PSE Development</b> – Working collaboratively.</p>	<p><u>Historical Enquiry</u></p> <p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.  Children can:</p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask and answer simple questions about the past;</li> <li>• Choose and select evidence and say how it can be used to find out about the past.</li> </ul> <p><u>Chronological Understanding</u></p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.  Children can:</p> <ul style="list-style-type: none"> <li>• Sequence artefacts and events that are close together in time;</li> <li>• Order dates and pictures on simple timelines;</li> <li>• Describe memories and changes that have happened in their own lives;</li> </ul> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.  Children can:</p> <ul style="list-style-type: none"> <li>• Recognise some similarities and differences between the past and the present;</li> <li>• Identify similarities and differences between ways of life in different periods;</li> <li>• Know and recount episodes from stories and significant events in history;</li> </ul>	<p><u>Historical Enquiry</u></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Children can:</p> <ul style="list-style-type: none"> <li>• Use a range of sources, including maps to explore the past;</li> <li>• Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</li> <li>• Devise own questions to find answers about the past;</li> </ul> <p><u>Chronological Understanding</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:</p> <ul style="list-style-type: none"> <li>• Sequence several events, artefacts or historical figures on a timeline using dates</li> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> </ul> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should note connections, contrasts and trends over time.  Children can:</p> <ul style="list-style-type: none"> <li>• Note key changes over a period of time and be able to give reasons for those changes;</li> <li>• Find out about the everyday lives of people in time studied compared with our life today and their influence on us today;</li> <li>• Identify key features, aspects and events of the time studied;</li> <li>• Describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<p><u>Historical Enquiry</u></p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Children can:</p> <ul style="list-style-type: none"> <li>• Recognise when they are using primary and secondary sources of information to investigate the past;</li> <li>• Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</li> <li>• Investigate their own lines of enquiry by posing historically valid questions to answer.</li> </ul> <p><u>Chronological understanding</u></p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  Children can:</p> <ul style="list-style-type: none"> <li>• Order an increasing number of significant events, movements and dates on a timeline using dates accurately;</li> <li>• Accurately use dates and terms to describe historical events;</li> </ul> <p><u>Knowledge and understanding of events, people and changes in the past</u></p> <p>Children should note connections, contrasts and trends over time.  Children can:</p> <ul style="list-style-type: none"> <li>• Identify and note connections, contrasts and trends over time in the everyday lives of people;</li> <li>• Examine causes and results of great events and the impact these had on people;</li> <li>• Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
<p><b>Vocabulary</b></p>	<p>Past  Last week  Yesterday  Before ...  Plus language specific to current events</p>	<p>Period and topic specific vocabulary: See MTP.</p> <p>Show an understanding of historical terms, such as monarch, parliament, government, war, remembrance.</p> <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>Period and topic specific vocabulary: SEE MTP.</p> <p>Use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms.</p>	<p>Period and topic specific vocabulary: See MTP.</p> <p>Know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious.</p>

<b>Resources – Including link to Reading</b>	Show and tell/circle times Home resources to encourage discussion Events in own lives Time and chronology linked to children's interests	Primary and Secondary relevant sources.  Well planned trips that promote Historical enquiry and aid in developing an understanding of the topic.	Primary and Secondary relevant sources.  Well planned trips that promote Historical enquiry and aid in developing an understanding of the topic.	Primary and Secondary relevant sources.  Well planned trips that promote Historical enquiry and aid in developing an understanding of the topic.
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