Below is an overview of the aims and objectives of the History curriculum and where it is covered across RCFS.

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| **Strand** | **EYFS** | **Key Stage 1** | **Lower Key Stage 2** |
|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** |
| **Investigate and interpret the past** | Once upon a time…stories from the pastVehicles; aeroplanes, tractors, cars, compare old and newConsider prehistoric dinosaurs, astronauts (things that happened in the past) | Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. Use key vocabulary to demonstrate knowledge and understanding in this strand: history, past, old, new, change. **KS1 History National Curriculum*** Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.
 | 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. Use key vocabulary to demonstrate knowledge and understanding in this strand: change, cause, effect, compare, ancient, modern, significance. **KS2 History National Curriculum*** Changing power of monarchs, changes in an aspect of social history, significant turning points in British history, and the achievements of the earliest civilizations.
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| **Understanding chronology** | Understanding of chronology of time; today, tomorrow, yesterday, last month, last yearHistory of our own life; birthdays | Children begin to understand about sequencing events relating to different times, both in History and their lives, using language that relates to before and after.Children can:* Sequence events in their own life.
* Sequence events in periods of History such as the Great Fire of London, Toys: Old and New and The Titanic.
* Sequence photographs etc. from different periods of their life.
* Describe memories of key events in lives.

Use key vocabulary to demonstrate knowledge and understanding in this strand: before, after, timeline, old, new, ancient, modern, timeline, then, now. **KS1 History National Curriculum*** Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
 | Children continue to develop their understanding of sequencing and are able to place key events from several different time periods on a timeline using key vocabulary to describe events. Children can:* Place the time studied on a time line, such as Roman Britain, The Greeks, The stone age, invaders and settlers, World War Two.
* Use dates and terms related to the study unit and passing of time.
* Use terms related to the period and begin to date events.
* Understand more complex terms e.g. BC/AD and BCE/CE.

Use key vocabulary to demonstrate knowledge and understanding in this strand: past, present, ancient, modern, invasion, war, society, timeline. **KS2 History National Curriculum*** Changes in Britain from the Stone Age to the Iron Age.
* The Roman Empire and its impact on Britain.
* 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.
* A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.
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| **Understanding of the world** | Buildings of AB (Buttercross)Scott and Amundsen and race to the pole, methods of transportOur own history; celebrations, Mother’s day | Children start to build up a picture of some of the important historical figures who have got us to where we are now and how. Children can: * Recite some key facts from memory about a famous historical figure.
* Have knowledge of how different people have shaped the world today through inventions and events.

Use key vocabulary to demonstrate knowledge and understanding in this strand: famous, significant, fact/subject specific vocabulary relating to historical figure. **KS1 History National Curriculum*** The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
* Significant historical events, people and places in their own locality.
 | Children continue to develop their knowledge of significant aspects of the history of the wider world and people who have shaped it: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.Children can:* Recite facts about the Legacy of the Romans in Britain (bath houses, roads, walls etc.) and the legacy of the Ancient Greeks: democracy, Olympics, architecture.

Use key vocabulary to demonstrate knowledge and understanding in this strand: monarch, Empire, architecture, democracy/subject specific vocabulary relating to historical figure. **KS2 History National Curriculum*** Viking raids and invasion.
* Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.
* A significant turning point in British history, for example, the first railways or the Battle of Britain.
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| **Communicate historically** | Ourselves; how have we grown and changed from being babies. | Children develop an appreciation of how evidence and sources prove that Historical events happened.Children can:* Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
* Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Use key vocabulary to demonstrate knowledge and understanding in this strand: sources, diary, newspaper, and question. **KS1 History National Curriculum*** events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight]
 | Children continue to develop their understanding of the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.Children can:* Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
* Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
* Understand how our knowledge of the past is constructed from a range of sources.
* Look at secondary sources to find out what early humans needed to survive, and compare this to now.

Use key vocabulary to demonstrate knowledge and understanding in this strand: Primary and secondary source, argument, question, analyse, evidence.**KS2 History National Curriculum*** Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.
* The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.
* A significant turning point in British history, for example, the first railways or the Battle of Britain.
* Ancient Greece – a study of Greek life and achievements and their influence on the western world.
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