

BROOMWOOD HISTORY KEY LEARNING

BY END OF FOUNDATION STAGE	BY END OF KS1	BY END OF LOWER KS2	BY END OF UPPER KS2
National Curriculum			
<p>Early learning Goal: Understanding the World/ Past and Present</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Changes within living memory (including aspects of national life where appropriate)</p> <p>Events beyond living memory which are significant nationally or globally</p> <p>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).</p> <p>Significant historical events, people and places in the pupils' own locality</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>A local history study</p> <p>A study or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Ancient Greece – Greek life and achievements and their influence on the western world</p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilisation, Mayan civilisation or Benin</p> <p>A study or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <p>The achievements of the earliest civilizations (an overview) and a depth study of the Ancient Sumer, The Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China</p>
Enquiry, Interpretation and Using Sources			
<ul style="list-style-type: none"> ▪ Talk about and make observations of objects from the past. ▪ Talk about the past using a photograph or story. ▪ Talk about an event from the past and how they know about it. ▪ Make simple comparisons about familiar experiences from the past and present (e.g. home, school, transport). 	<ul style="list-style-type: none"> ▪ Use sources e.g. objects, photographs, pictures, visitors, stories, posters, books, internet to: <ul style="list-style-type: none"> ➢ Find out about the past ➢ Ask and answer questions e.g. which object is older? How do we know? ➢ Make observations ➢ Compare (e.g. objects or places over time) ▪ Identify different ways of finding out about the past: books, internet, talking to people, photos, objects ▪ Begin to consider why things may change over time ▪ Talk about why people in the past acted as they did 	<ul style="list-style-type: none"> ▪ Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. 'How did?' 'Why were?' 'What was important?' ▪ Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence ▪ Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?' ▪ Recognise why some events happened and what happened as a result. Ask questions such as, 'Why did..?' 'What were the effects..?' ▪ Describe some of the different ways the past can be represented e.g. through artists' pictures, museum displays, films and written sources. ▪ Understand that the past can be represented or interpreted in different ways or from different viewpoints ▪ Identify historically significant people and events in different situations 	<ul style="list-style-type: none"> ▪ Recognise how our knowledge of the past is constructed from a range of different sources ▪ Choose and use relevant sources as a basis for research to answer questions, test hypotheses and support particular lines of enquiry ▪ Regularly address and sometimes ask historically valid questions about change and continuity, cause and consequence, similarity and difference, and significance. Ask questions such as, 'How did life change..?' 'Why do we remember..?' 'Why do people disagree..?' ▪ Begin to understand why there are contrasting arguments and interpretations of the past. Ask, 'Why have different stories been told about..?' ▪ Describe the results of historical events, situations and changes e.g. the impact on people's lives ▪ Evaluate sources and make inferences ▪ Recognise that some events, people and changes are judged as more historically significant than others

Chronology

- | | | | |
|--|--|---|---|
| <ul style="list-style-type: none"> Understand their lives are different from the lives of people in the past. Understand that the past is different from today. Describe and order 3 generations in my family (me, parents, grandparents). Sort objects into past and present and explain my choices. Sequence before/ during/ after school events and familiar routines. | <ul style="list-style-type: none"> Recognise the distinction between past and present. Know where the people and events they have studied fit on a basic timeline Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years). Recognise that their own lives are similar/different from the lives of people in the past Identify some similarities and differences between ways of life at different times with reference to the people, events or objects studied Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago Name a few people in the past who have contributed to national and international achievements. | <ul style="list-style-type: none"> Understand the past is divided into differently named periods of time using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD Talk about a range of similarities and differences between different times in the past in the periods covered so far Make a few connections and contrasts Develop an understanding of change, cause, similarity, difference and significance over time Place events into different periods Recognise historical events as a coherent, chronological narrative from the earliest times to the present day. Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport. | <ul style="list-style-type: none"> Sequence events and periods studied using appropriate terms e.g. chronology, legacy, continuity, change, trends, BC, BCE, AD Place events, people and changes of local, British and world historical significance on a timeline Establish clear chronological narratives across periods and within themes e.g. transport, beliefs, homes etc. Describe, make links and identify changes within and across different periods and across the long arc of time See the legacy of periods of time or individuals from the past and make connections to today e.g. clothing, language, place names, buildings, communities and relationships |
|--|--|---|---|

Communication

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none"> Talk about the past using simple historical vocabulary (e.g. modern/old, same/ different) Explore the past using role play, objects and stories Use role play and picture stories to demonstrate their understanding of the past. | <ul style="list-style-type: none"> Use an increasing range of historical vocabulary to talk about the past e.g. year, decade, century, Victorian, modern Use historical concepts such as now/then and same/different when making simple connections and noting contrasts Describe special or significant events in their own lives Demonstrate simple historical concepts and events through speaking, role-play, and picture stories Give one or more cause for an event Choose parts of stories and other sources to show what they know about significant people and events | <ul style="list-style-type: none"> Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind. Discuss some of the connections between local, regional, national and international history Talk and write about historical events and changes by selecting and organising historical information and dates Discuss historical issues and changes Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc. Communicate historical findings through a range of methods including the use of ICT, | <ul style="list-style-type: none"> Describe and explain significant aspects of non-European societies as well as settlements in Britain Discuss how Britain has influenced and been influenced by the wider world Describe aspects of cultural, economic, military, political, religious and social history Present answers to historical questions and hypotheses by selecting and organising relevant information using appropriate dates and terms Discuss and debate historical issues and begin to think critically, weighing evidence and understanding viewpoints Use appropriate vocabulary when discussing and describing historical events and concepts |
|---|--|--|---|

		<p>maps and timelines using appropriate historical vocabulary</p> <ul style="list-style-type: none"> Produce own accounts that make some connections and describe some contrasts 	<p>e.g. bias, reliability, democracy, parliament, society</p> <ul style="list-style-type: none"> Choose the most appropriate way of communicating historical findings including the use of ICT, maps and timelines Produce structured work that makes connections, provides contrasting evidence and analyses trends
--	--	---	--

Mathematical Concepts taught or secured through History

		<p>Measurement:</p> <ul style="list-style-type: none"> Tell and write the time from an analogue clock including using Roman numerals from I to XII <p>Number:</p> <ul style="list-style-type: none"> Read Roman numerals up to 100 (I to C) and know that over time the numerical system changed to include the concept of 0 and place value 	
--	--	--	--