



Latimer Primary School History Curriculum

Developing Responsibility; Caring About Achievement

History at Latimer

At Latimer, we have created our own scheme of learning to provide structure, progression of skills, vocabulary and clear assessment opportunities throughout the history curriculum. History at Latimer is centred around the school's ethos of **'Developing Responsibility and Caring About Achievement'** and our **'Simple Truths'** and is planned for teachers from knowledge organisers linked to artefacts and sources from the past. In generating this scheme high-quality resources have been created and local support has been sought through a history working group within the local area as well as working closely with Historic England and other well renowned practitioners in the history field.

Vision of History at Latimer

History at Latimer aims to inspire pupils's curiosity of the past whilst allowing them to develop a coherent knowledge and understanding of both British history and the history of the wider world. Every history lesson a Latimer should provide the opportunity to develop both knowledge and historical skills through a range of first- and second-hand sources. By providing hands-on, varied and rich learning opportunities, pupils will be able to explore and understand how key events in history have shaped the lives of those in our community and communities around the world building around three core concepts which flow through out whole curriculum: conflict, community and rulers.

Progression in History

As our pupils enter our school, our EYFS provision develops an early awareness and interest in history that will stimulate their inquisitiveness and understanding of the world around them. Their historical knowledge and skills are developed from child centric history to more recent wider world history through pupils making sense of their own life-story and family's history, as well as looking at familiar situations in the past.



By the time they leave us, history will be a fundamental of part of our pupils's futures. They will be able to use their historical skills to see the world through many lenses and celebrate our worlds varied and diverse history. pupils have the disciplinary skills and substantive knowledge to have a successful transition into key stage 3 learning and beyond as successful historians.

We also want all pupils to leave Latimer with an excellent understanding of the history of our local area and understand the rich heritage around them including that of early settlers in Leicestershire, Bradgate Park, Richard III and his connections to Leicester. Through the teaching of history, pupils will learn how Britain has shifted from being ruled by Kings and Queens to a successful democracy and the complexities associated with this.



#6TJ spent this afternoon discussing the differences between current Latimer and Latimer when it first opened 125 years ago. We even had a go at recreating a photograph from 1910 in exactly the same spot.
#125yearsLatimer #Latimerhistory



Enrichment in History

As pupils move through the school our pupils will learn about time periods of history through political, social, cultural and economic lenses of time. Pupils have the opportunity to engage in inspiring and engaging trips and hear history first hand from visitors to school. In each year there are built in opportunities such as year 2's conflict focused visit to the Anstey War Memorial, Year 5's Victorians focused visit to Beaumanor Hall and talks from Peter Barratt (Suffragette Alice Hawkins' Grandson).



SEND adaptations in History

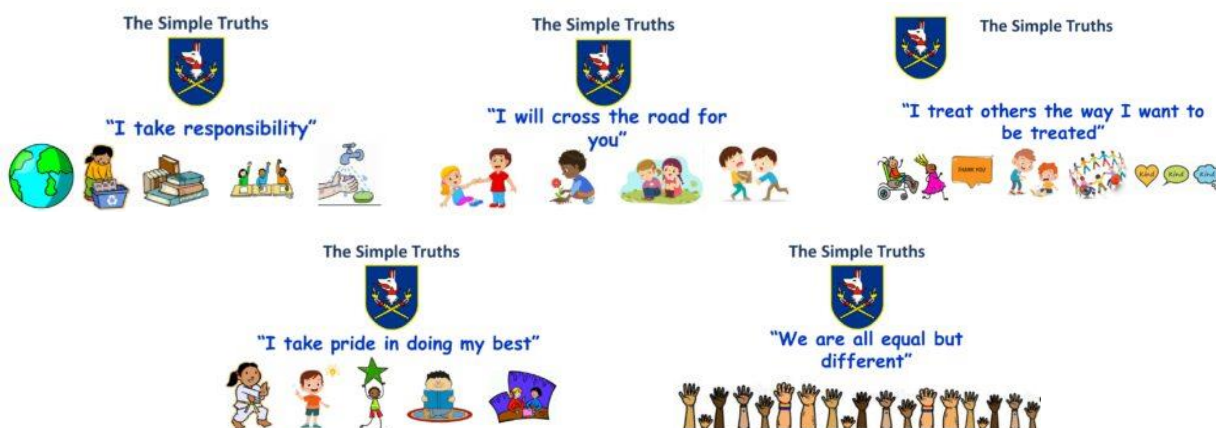
For the majority of our pupils with SEND history is accessible and enjoyable. We aim that all pupils of all abilities and needs can access history to a high standard through suitable adaptations to the curriculum. We ensure that teaching is adjusted to reduce the burden on working memory and build routine and repetition into learning. Any written materials or outcomes are adapted, if needed, to ensure to provide achievable challenge.

Designing our History Curriculum

Latimer's history curriculum has been designed bespoke to the needs of our school with specialist support from external practitioners who are experts in their field. Subject experts have reviewed this curriculum and identified the essential knowledge and skills that our pupils need to know and be able to do- that can be effectively taught in the time available. Our curriculum aim is to provide the basis of knowledge and skills for our pupils to continue to develop if they choose and to give pupils insight into the past and how it has affected our lives in the present today. History underpins learning like no other subject in school since we can take a subject and explore its origin and development through history. We can see how maths has developed, or where English words come from. We look back on the foundations of religion and we see how scientific innovation and artistic inspiration has changed our world.



The History curriculum has been designed with the National Curriculum in mind with additional units which focus on the local area's history to look at ways we can give pupils more appreciation and connection with the world around them. We intend that through the study of historical figures, key events and whole periods of time, pupils can develop their own well-informed opinion about how these aspects of history have led to meaningful and personal change in their life.

The Simple Truths of our school are encompassed throughout history as we can search back in time for stories linking to all of our school values. Vocabulary is built into our curriculum, which progresses as they move through the school, building upon prior knowledge and learning.



Progression in History

History progression stems across four strands. Three strands are substantive knowledge based around the core concepts of rulers, conflict and community, with a focus on local history. The fourth strand is disciplinary knowledge and skills of how to be historians. These are mapped per year group and a progression can be seen later in this document.

History Concepts Overview		
Concept	Why is it important to our pupils?	How does it progress from EYFS to year 6
 <p>Conflict</p>	<p>Pupils need to have a grasp of this concept so that they understand how invasion and conflict changes societies and how this has shaped Britain today. They will learn important lessons about the causes and consequences of invasion and conflict. They will understand how Conflict is the process of actual or perceived opposition between individuals or groups. This could be opposition over positions, interests, or values. Disagreements and conflict can occur in our everyday lives. Our pupils will learn about the impact and consequences that conflict which goes unresolved has had upon our world, nation, and local area.</p>	<p>EYFS - Pupils learn about Remembrance Day and the significant individual Guy Fawkes.</p> <p>Y1 – Gunpowder Plot (sub concept) Suggest reasons why people in the past acted as they did.</p> <p>Y2 – Walter Tull and WW1 Understand that individuals or groups can have differing opinions over positions, interests and values which can lead to war or violent conflict.</p> <p>Y4- Anglo Saxon Invasion begin to look at the impact of settlement – both positive and negative – and the legacy new settlers have left behind.</p> <p>Y4 – Richard III (sub concept) focus on the Battle of Bosworth to identify significance of Richard III to Leicester.</p> <p>Y5- Vikings Understand the motives, cause and effect of the Vikings’ violent raids on Britain.</p> <p>Y6 – WWII focus on understanding more about causes and consequences of war. The significance of alliance and knowing there is a concept of nation and a nation’s history.</p> <p>Y6- WWII Describe why wars happen and how this can help us to understand and prevent future wars.</p>
 <p>Rulers</p>	<p>Pupils need to have a grasp of this concept so that they understand how different forms of power can be used for good or bad. Rulers are evident throughout history, whether it be through military might, gods, government, or monarchy, and can take different forms.</p>	<p>Y1 – Gunpowder Plot focus on two separate ‘leaders’ within the gunpowder plot who was more significant Guy Fawkes or Robert Catesby.</p> <p>Y2 – Queens Understand the context of history between the periods of both Lady Jane Grey and Queen Elizabeth II. Describe similarities and differences between each monarch. Focus on what caused Lady Jane Grey to be queen for only 9 days.</p> <p>Y3 – Ancient Maya Discuss the significance of the development of a hierarchical government ruled by kings and priests. Understand the chronology of their rulers and look at sources to establish the importance of the government who were thought to have been god-like, which to some might suggest one unified state.</p> <p>Y3 – Ancient Egyptians Understand that the Egyptians believed in over 2000 different gods and compare stories about them. The Ancient Egyptians worshiped Tutankhamun as a deity. Pupils can comment on the significance of Tutankhamun in both the past and present.</p> <p>Y4- Richard III (Sub concept) discuss the particular causes and effects of key events linked to Richard III in Leicester.</p> <p>Y5- Ancient Greece focus on knowledge of the forms of government that characterized an era of history eg: Athens (a democracy, where decisions were made by elected leaders accountable to an assembly of male citizens)</p> <p>Y6 – Winston Churchill Create a detailed account of Winston Churchill. Focus on evaluating a range of sources including omitted sources to identify the significance of Winston Churchill during the World War. Discuss the controversial nature of Churchill looking at perceptions of historical figures can change over time by looking at different interpretations.</p>



Community

Pupils need to have a grasp of this concept as it will improve their understanding of their local community, the United Kingdom, the world, and the people who live in it. A local community history focus drives this concept as it allows pupils to make connections between themselves and history around them. This concept will lead to an understanding of how civilisations of the past, using them as steppingstones to society as it has developed today.

Alongside this a study of ancient civilisations give a stark contrast and comparison to present day due to them being their own communities with their own languages and way of life.

Pupils need to know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of groups within history; gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation' and 'parliament'.

EYFS – Talk about the lives of the people around them and their roles in society.

Y1 – School and Village Identify the similarities and differences between the past and present in their own and others' lives by looking at several different types of sources including written, visual and oral sources and artefacts.

Y1 – Toys Pupils recognise the difference between past and present and can depict on a timeline the sequence of a few toys. The pupils will discuss the sequence of toys that were popular throughout their own lives and discuss why a toy is significant to them.

Y2 – Thomas Cook Pupils can identify a range of significant aspects of Thomas Cooks' life on a timeline. Discuss the significance of Thomas Cook to Leicestershire. Observe and interpret several different types of sources to answer historical questions about the past based on simple observations.

Y3 – Stone age/ Iron Age Understand that a Civilization is a group of people with their own languages and way of life and be able to make comparisons between the first civilisations.

Y4- Romans Identify, using sources and checking their reliability, how Leicester today was shaped by the Romans. Including the grid patterns to plan their towns, naming of places. Discuss the cause and effect of the Romans in Leicester.

Y4 – Anglo Saxons Describe Anglo-Saxon settlements using evidence from the past.

Y4 – Richard III Describe why Richard III was significant in Leicestershire. I can identify sources about Richard III and evaluate them.

Y5- Victorians /Suffragettes - Build on their prior learning about earlier communities in time focusing on features that they share and their similarities and differences. Explain reasons about why the suffrage movement was significant and who the key individuals were including Alice Hawkins from Leicestershire.

Y6 – Multicultural Leicester Build on their prior learning about communities for example the role of trade, and urban dwellings concentrated in built-up towns and cities, the role of Government. Look at the cause an effect of communities in Leicester and how it has become the diverse city it is today, reviewing relevant evidence and key, individuals, events, and themes.

Spiritual, Moral, Social & Cultural (SMSC) Development in History

Spiritual

The study of History involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral

Pupils are asked to consider and comment on moral questions and dilemmas that occurred in history. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also) Pupils will be encouraged to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions. Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.

Social

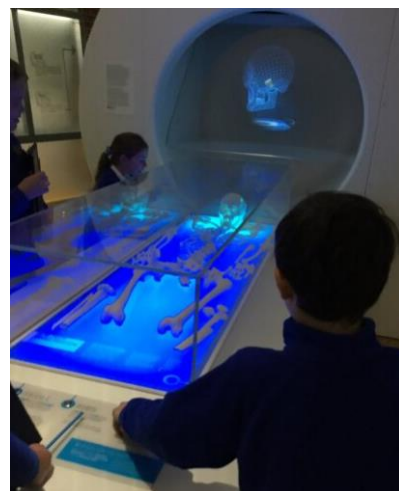
Pupils will explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils will also be encouraged to build up their own social development through collaborative and team working activities. The study of social issues is a common theme in History lessons.

Cultural

Pupils will study and be encouraged to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture. Pupils develop a better understanding of our multicultural society through studying links between local, British, European and world history. The contribution of different cultures to human development and progress are studied, which links with the values of wisdom and endurance.

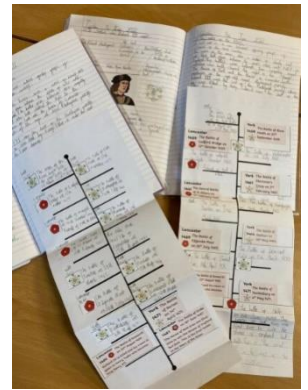
Specific examples of Spiritual, Moral Social and Cultural Develop in History include:

- The use of artefacts to understand how historians study the past and to help pupils gain an understanding of the people who produced these objects.
- The study of 19th century living and working conditions (including child labour).
- The role of individuals, for example Walter Tull, Alice Hawkins, Richard III and Guy Fawkes.
- Pupils explore the beliefs and values of past societies and from different cultures.
- Social issues - the study of the experiences of women during the suffragette movement.
- Pupils exploring the treatment and persecution of minorities in Hitler's Germany.



Chronology as a Disciplinary Skill

One of the main purposes of the National Curriculum for History is to help students gain a coherent knowledge and understanding of Britain's past and that of the wider world. To build a coherent, chronological narrative from the earliest times to the present day, we use a carefully constructed timeline which shows the different units pupils study in Key Stage 2. This allows pupils to gain historical perspective by making connections across short and long timescales and by relating their growing knowledge of periods taught to their chronological context. Using this timeline as a starting point, pupils sequence events, stories, pictures and periods over time to show how different periods relate to each other and to develop a coherent understanding of the past.



BC (Before Christ)					AD (Anno Domini)																				
Timeline	4000BC	3000BC	2000BC	1000BC	400AD				1000AD				1500AD				1800AD			2000AD					
Century					1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th	13 th	14 th	15 th	16 th	17 th	18 th	19 th	20 th	21 st
Period	Prehistoric Period		Ancient Age					Medieval Age							Early Modern Age			Modern Age							
British History	Stone Age	Bronze Age	Iron Age	Romans	Anglo-Saxons and Vikings				Medieval				Tudors	Stuarts	Georgians	Victorians	Contemporary Living History								
World History	Ancient Egyptians (3100BC – 322 BC)		Ancient Maya (1800BC – 1500AD)		Ancient Greece (1000BC – 146BC)																				



Whole School Overview of Latimer Primary Schools' History Curriculum

Disciplinary Knowledge		Substantive Knowledge (Link to conceptual theme)			
Key Skills (All for all year groups – see progression at appropriate year group below)	Year Group	Enrichment			
Cause and consequence (How historians make judgments about why an event occurred, or the consequences of an event)	EYFS	In school experience day and visit to the school 1890's building.	Working towards the 'Past and Present' Early Learning Goals from Development Matters. Achieved through 3 mini topics about themselves and their family, the school and the local area. Alongside this they study significant individuals including Guy Fawkes and Sir Francis Drake. This happens through direct teaching, stories, experiences, and continuous provision.		
Historical interpretations / significance (How and why historical interpretations are different and why historians describe significance to historical people or events)	Y1	Toys: Playtime Past and Present session at Newarke Houses	Who was more significant in the Gunpowder plot Guy Fawkes or Robert Catesby? (Rulers)	Local History Study How has our school and village changed over time? (Community- Local History)	How are our toys different from those in the past? (Community)
Chronological understanding (How historians secure a timeline of the past and coherent narratives across time)	Y2	Walk to War Memorial Lady Jane Grey at Bradgate Park	What is conflict and why should we remember Walter Tull? (Conflict)	What is a monarch? How are Queen Elizabeth II and Lady Jane Grey similar and different? (Rulers)	Transport / Local History Study Why was Thomas Cook significant to Leicester? (Community – Local History)
	Y3	Archaeologists Talk Leicester University? Egyptians - New Walk Museum	Stone Age to Iron Age Would you rather live in the Stone Age or the Iron Age and why? (Community)	Ancient Maya Who had the Power in Mayan society? (Rulers)	Ancient Egyptians Who ruled Ancient Egypt and what did the Egyptians worship as gods? (Rulers)
Using sources of evidence (How historians use sources to make claims about the past)	Y4	Richard III Museum, Leicester	Romans How did the Romans impact Leicestershire? (Community- Local History)	Anglo-Saxons What effect did the Anglo-Saxon invasion and settlement have on the culture and history of Britain and Leicestershire? (Community- Local History/ Conflict)	Richard III Why was Richard III famous in Leicestershire? (Community- Local History)
Similarity and difference / change and continuity (How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time)	Y5	Beaumanor Hall Peter Barratt – 'Life of Alice Hawkins'	Victorians What was lifelike under the reign of Queen Victoria? Were the Suffragettes rule makers or rule breakers? (Rulers/ Community- Local History)	Viking Raids and Invasion Were the Vikings traders or raiders? (Conflict)	Ancient Greece How were the Ancient Greeks governed and are there any similarities with how we are governed today? (Rulers)
	Y6	Victory Show – Cosby (if dates allow)	WWII How did Britain influence the world? How did WWII impact the people of Britain? (Conflict)	Who was Winston Churchill and was he significant? (Rulers)	Why is Leicester so multicultural? (Community- Local History)

Assessment in History



Successful Learning Grids

History successful learning grids are used by all year groups across Latimer to outline specific knowledge and skills which will be taught within a unit. These are in line with national curriculum expectations for each year group and reflect the expectations of the Latimer curriculum.

They are adapted for different year groups to also indicate key vocabulary pupils are expected to know by the end of a unit.

History End of Unit Outcomes

At the end of every history unit, pupils can demonstrate their learning through an end of unit assessment. This displays pupil's knowledge, skills and vocabulary progress across a unit of learning. Teachers are provided with assessments linked to key knowledge from the curriculum maps, knowledge of topics covered before linked to their current topic and the national curriculum expectations. Scores are tracked in the back of humanities books. These inform future planning and end of year assessments.

History Vocabulary

Pupils can share their prior knowledge of key vocabulary at the start of a unit; they then demonstrate their learnt vocabulary knowledge at the end of a unit to show the progress they have made. Pupils are encouraged to find links between different historical vocabulary terms. This ensures pupils have a more concrete understanding of key vocabulary. For an outline of the progression of vocabulary see whole school overview below. Teachers use highlighting, following the Latimer marking policy, to develop pupil's understanding of historical vocabulary.

Year 3 History

Would you rather live in the Stone Age or the Iron Age?

Key Vocabulary	
Civilisation	Human society which is organised.
Settler	A person who moves with a group of others to live in a new country or area.
Settlement	A new place which has recently been occupied by settlers.
Fort	A building designed to be defended from attack that usually has strong walls.
Neolithic	The New Stone Age.
Palisade	A defensive wall usually made of wood.
Significant	Something that is important.
Conquered	To take control of (a place or people) by force.
artefact	Objects made by human beings.
excavation	Digging out artefacts from the ground.

Knowledge

- The Stone Age is called the Stone Age because it is the era when early humans started using stone for tools and weapons. They also used stones to light fires.
- The Stone Age is divided into three periods; the Palaeolithic (old Stone Age), Mesolithic (middle Stone Age) and the Neolithic (new Stone Age).
- Palaeolithic and Mesolithic people were hunter gatherers. They moved frequently following the animals they hunted and gathered fruits and berries when they could.
- Archaeologists dig to find clues about how people lived before written records existed.
- Britain was originally connected to the rest of Europe by a piece of land called Doggerland.
- During the Neolithic Stone Age, people started to settle and not follow animals. They would plant the seeds from the plants they gathered and looked after them so that they would grow.
- People living during the Stone Age were hunters. They would hunt animals to eat such as woolly mammoths, reindeers and woolly rhinoceros.
- The animals would often migrate around the land, not staying in one place. People during this time built temporary homes so that they could move quickly to follow the animals.

Y3 Expectations Knowledge:	After
To understand the term "prehistory" and know when the Stone Age was	
To know what life was like in the Palaeolithic and Mesolithic periods.	
To understand what people ate in the Palaeolithic and Mesolithic periods.	
To know how the search for food changed and evaluate the tools used in the Neolithic period.	
To know who the beaker people were	
To understand what life was like in the East Midlands during the Stone Age.	
To describe what changed and continued between the Bronze Age and the Iron Age.	
To be able to describe a hillfort	

Progression of Vocabulary in History



Progression of vocabulary per concept							
Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Community	Past Present Old New A long time ago Similar and Different Change Inventor Important	local community Victorian century modern generation	worldwide community transport journey famous excursion	civilisation Settler/ settlement fort invaders/invasion conquered palisade port trade social class	archaeologist tribes settlement civilisation legacy Latin empire Britannia villa	suffrage industry industrialisation workhouse monastery city state	identity nationality culture multicultural diversity stereotype discrimination
Conflict			commemorate conflict nation army front line remembrance armistice soldier		civil war accession sovereign defeated rebellion legions	invade exile raid pillage outlawed	propaganda allies axis alliance Armistice dictator rationing refugee holocaust
Rulers		power king/queen treason parliament catholic protestant law	monarch/ monarchy throne heir treason reign significant	god/ goddess dynasty empire kingdom city state deities hierarchy pharaoh polytheists mummification stela	emperor consuls triumvirate jury tyrant dynasty	democracy culture government philosophy assembly inherit oligarchy monarchy	tyrant censorship dictator oppression turning point continuity
Historical Skills vocabulary (taught through lessons)	As above	Artefact cause century change chronology consequence decade evidence significant source recognise identify describe observe select categorise classify sequence compare and contrast recall reason/speculate		AD (CE) BC (BCE) ancient period archaeology excavation primary source secondary source oral history myth/ legend summarise synthesise explain demonstrate understanding Neolithic Paleolithic Mesolithic		Bias Causation Census Push and pull factors empathise interpretations reach informed conclusions make reasoned judgements justify apply evaluate critique hypothesise	

Whole School Disciplinary Knowledge Progression

	Cause and consequence	Chronological understanding	Similarity and difference / change and continuity	Using sources of evidence	Historical interpretations / significance
--	------------------------------	------------------------------------	--	----------------------------------	--



	(How historians make judgments about why an event occurred, or the consequences of an event)	(How historians secure a timeline of the past and coherent narratives across time)	(How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time)	(How historians use sources to make claims about the past)	(How and why historical interpretations are different and why historians describe significance to historical people or events)
EYFS	Pupils begin to develop an understanding that some things happened in the past. Pupils know some similarities and differences between things in the past and now. Pupils can make sense of their own history and talk about the lives of the people around them plus their roles in society. Pupils recognise the difference between past and present in their own and others' lives.			Pupils can find answers to simple questions about the past from sources of information. Pupils understand the past through settings, characters and events encountered in books read in class and storytelling.	Pupils know some key information about the past through settings, characters and events encountered in books, identifying significant individuals and why they are significant.
Year 1	Pupils identify at least one relevant cause for, and effect of several events covered.	Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. Pupils recognise the difference between past and present in their own and others' lives. They can depict on a timeline the sequence of a few objects and/or pieces of information. Pupils can sequence events in their life.	Pupils identify a few similarities, differences and changes occurring within a particular unit of study.	With guidance, pupils can extract information from several different types of sources including written, visual and oral sources and artefacts. They can find answers to simple questions about the past using sources of information.	Pupils can consider one reason why an event or person might be significant. They are beginning to distinguish between fact and Fiction.
Year 2	Pupils confidently identify several relevant causes and effects for some of the main events covered.	Pupils can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people. They can understand time securely and use a wider range of time terms. Pupils can sequence artefacts for different periods of time and match artefacts to the people of different ages.	Pupils accurately identify and describe a range of similarities, differences and changes within a specific time period.	Pupils select information independently from several different types of sources including written, visual and oral sources and artefacts to answer historical questions. They observe and handle sources of evidence to answer questions about the past on the basis of simple observations.	Pupils identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects.
	Cause and consequence	Chronological understanding	Similarity and difference / change and continuity	Using sources of evidence	Historical interpretations / significance
Year 3	Pupils can comment on the importance of causes and effects for	Pupils can sequence some events, objects, themes, periods and people from history covered by providing a few dates and/or period labels and terms.	Pupils can make valid statements about the main similarities, differences and	Pupils can recognise possible uses of a range of sources for answering historical enquiries.	Pupils can select what is most significant in a historical account and can provide a reason why two accounts of the same event might differ.



	some of the key events and developments.	Place the time studied on a timeline using BC and AD. Use dates and terms related to the unit and the passing of time.	changes occurring in the units studied.	Begin to use the library and internet to research a specific enquiry. Use sources of evidence to build up a picture of a past event.	Pupils can distinguish between different sources of evidence, comparing the versions of the same story.
Year 4	Pupils can explain with confidence the significance of particular causes and effects for many of the key events and developments studied.	Pupils can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms. Place events from the period studies on a timeline. Use an increasing range of terms related to the period and begin to date events within and across the periods studied.	Pupils can explain why certain changes and developments were of particular significance within and across time periods studied.	Pupils can comment on the usefulness and reliability of arrange of sources for particular enquiries and ask a variety of questions to find out more about the past.	Pupils can explain why some aspects of historical accounts, themes or periods are significant. They can comment on a range of possible reasons for differences in a number of accounts and evaluate the usefulness of different sources of evidence.
	Cause and consequence	Chronological understanding	Similarity and difference / change and continuity	Using sources of evidence	Historical interpretations / significance
Year 5	Pupils can explain the role and significance of different causes and effects of a range of events and developments.	Pupils can sequence with independence the key events, objects, themes, societies, and people covered using dates, period labels and terms. They can make informed comparisons between different times in the past.	Pupils can compare similarities, differences, and changes within and across History, e.g., in terms of importance, progress or the type and nature of the change.	Pupils can comment with confidence on the value of arrange of different types of sources for enquiries, including extended enquiries. They can select relevant sections of information using research with increasing confidence to answer a line of enquiry.	Pupils can explain reasons why particular aspects of a historical event, development, society, or person were of particular significance. They can explain how and why it is possible to have different interpretations of the same event or person and link sources / work out how conclusions were arrived at.
Year 6	Pupils can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.	Pupils can explain independently the sequence of key events, objects, themes, societies and people using dates, period labels and terms accurately. They can sequence several historical events on a timeline, considering the relationships to each other. Pupils have a confident chronological overview of the key periods studied across KS2.	Pupils can compare similarities, differences, and changes within and across a wide range of periods in suitable depth. They can articulate a coherent narrative that highlights the depth of their knowledge and understanding.	Pupils can evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled. They can suggest omissions in information and suggest the means of finding this out. Pupils can bring together knowledge from different sources of information in a fluent account.	Pupils can compare the significance of events, developments and people across History and time periods studied. They can understand and explain the nature and reasons for different interpretations in a range of topics. They can consider how to check the accuracy of interpretations fact, fiction or opinion. Pupils can confidently use sources of information such as the library/ the internet to follow up a line of enquiry.



Cause and consequence (How historians make judgments about why an event occurred, or the consequences of an event)	Chronological understanding (How historians secure a timeline of the past and coherent narratives across time)	Similarity and difference / change and continuity (How historians make judgments about the extent of similarity and difference within or between groups, places or societies in the same time period and the nature or pace of change across time).	Using sources of evidence (How historians use sources to make claims about the past)	Historical interpretations / significance (How and why historical interpretations are different and why historians describe significance to historical people or events)
<p>Pupils begin to develop an understanding that some things happened in the past.</p> <p>Pupils know some similarities and differences between things in the past and now.</p> <p>Pupils can make sense of their own history and talk about the lives of the people around them plus their roles in society.</p> <p>Pupils recognise the difference between past and present in their own and others' lives.</p>			<p>Pupils can find answers to simple questions about the past from sources of information.</p> <p>Pupils understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils know some key information about the past through settings, characters and events encountered in books, identifying significant individuals and why they are significant.</p>

History in EYFS

The EYFS Statutory Framework says for Understanding the World:

"Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension."

Learning in EYFS is linked to the Early Learning Goals 'Understanding of the World – Past and Present' which states that children should be able to do the following by the end of the Early Years Foundation Stage:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling

EYFS Key Words

EYFS Key Words								
Past	Present	Old	New	A long time ago	Similar and Different	Change	Inventor	Important



What does this look like in EYFS?

The Early Years Foundation Stage Curriculum allows for flexible planning as well as taught 'mini units' to respond to current events in the setting as well as the interests of the children.

In Early Years Foundation Stage at Latimer pupils look at four areas:

Myself and My family

My school

My local area

Significant Individuals (Guy Fawkes and Sir Francis Drake)

This involves presenting pupils with photographs, stories, artefacts and accounts of the past through stories. It also involves hands on experiences that deepen children's learning including visiting the older parts of the school learning the basic skills of being a historian and spotting sources as well as having a practical 'hands on experience day' to look at schools of the past and present.



'Key Stories' we read, to develop an understanding of History in the Early Years:

