

Whole school curriculum coverage map by subject: History (Developing a sense of chronology)

On-going skills	<u>Key Stage 1</u>	<u>Key Stage 2</u>	
	<ul style="list-style-type: none"> • 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 and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. 	
<u>By the end of Year 2...</u> <u>Chronological understanding</u> <ul style="list-style-type: none"> • Be able to place events and artefacts in order on a timeline • Be able to use words and phrases like: old, new, past, present, before, after, then and now • Be able to describe and sequence memories of key events within their living memory 		<u>By the end of Year 4...</u> <u>Chronological understanding</u> <ul style="list-style-type: none"> • Place events, artefacts and historical figures from the period studied on a time line using dates and compared to the current time • Understand the concept of change over time and represent this using evidence on the time line eg. Comparing artefacts from a period in history with today • Understand more complex terms related to the period studied eg BCE (Before Common Era) and CE (Common Era). 	<u>By the end of Year 6...</u> <u>Chronological understanding</u> <ul style="list-style-type: none"> • Place current study on a time line in relation to previous learning. Represent periods of continuity and change on a time line. • Use dates accurately in describing events. • Note connections, contrasts and trends over time and show some use of historical terms. • Describe the main changes in the period of history using terms such as social,

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<p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Observe or handle artefacts (physical, pictorial and written) to ask questions and find answers to questions about the past. • Ask questions about the past such as 'What was it like for people, what happened and how long ago..?' • Know different ways to find out about the past eg primary and secondary sources. <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> • Describe historical events within their living memory • Describe significant people and events from the past • Explain why people in the past acted as they did. 	<p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Identify a range of primary and secondary sources to ask and answer questions about the past. • Choose suitable sources of evidence for historical enquiry to answer specific questions about the past. • Using more than one source of evidence build a picture of an aspect of past life. • Describe different accounts of a historical event explaining some of the reasons why the accounts may differ. <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> • Identify key features and events, then use evidence to reconstruct life in the time studied • Identify causes and consequences of key events in history • Develop a broad understanding of ancient civilizations and make comparisons to the present day eg social, ethnic, cultural and 	<p>religious, political, technological and cultural</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change • <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> • Understand how our knowledge of the past is constructed from a range of sources • Use critical thinking to: deduce information about the past, give reasons for the choice of evidence, form testable hypotheses about the past and justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Suggest causes and consequences of some of the main events and changes in history. <p><u>Historical Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> • Make links to previous and subsequent events in history with reference to social, ethnic, cultural, political and religious influences • Understand that people in history make decisions based on their beliefs, attitudes and experiences and understand the consequences of these
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<u>Communication</u> <ul style="list-style-type: none"> • Use words and phrases to describe the passing of time eg years, decades and centuries • Show an understanding of the concept of nation and a nation's history • Talk about what they have found and record with words and pictures 		<p>religious through the eyes of women, men and children</p> <u>Communication</u> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology • Show an understanding of concepts such as civilisation, monarchy, Parliament, democracy and war and peace • Use literacy, numeracy and computer skills to a good standard in order to communicate information about the past 		<p>decisions</p> <ul style="list-style-type: none"> • Empathise with and criticise decisions and the consequences of these decisions <u>Communication</u> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate eg dates, time period, era, change, chronology, continuity, century, decade and legacy • Use literacy, numeracy and computer skills to an exceptional standard in order to communicate information about the past • Use a variety of ways to communicate knowledge and understanding including extended writing • Plan and carry out individual investigations 	
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>An event beyond living memory which is significant Nationally:</u> (For example:)Guy Fawkes and the Gunpowder Plot	<u>A significant historical figure who has contributed to National and international achievements</u> (for example Florence Nightingale)	<u>Changes to Britain from Stone age to Iron age</u> <u>This could include:</u> ☐ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ☐ Bronze Age religion, technology and travel, for example, Stonehenge	<u>The Roman Empire and its impact on Britain including a local study (Billingshurst)</u> <u>This could include:</u> ☐ Julius Caesar's attempted invasion in 55-54 BC ☐ the Roman Empire by AD 42 and the power of its army ☐ successful invasion by	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared AND an in depth study of <u>The Indus Valley</u>	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <u>A significant turning point in British history, the Battle of Britain (WW2)</u>

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		<p>☐ Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p>Claudius and conquest, including Hadrian's Wall</p> <p>☐ British resistance, for example, Boudica</p> <p>☐ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p>		
<p><u>Changes in living memory me, my parents and grandparents</u></p> <p>To be linked to topic theme.</p>	<p><u>Significant historical events, people and places in their own locality (Billingshurst school)</u></p> <p>To be linked to topic theme.</p>	<p><u>Ancient Greece</u></p> <p>A study of Greek life and achievements and their influence on the Western World.</p>	<p><u>Mayan civilization</u></p> <p>A broader non-European society providing contrast with British history.</p>	<p><u>Britain's settlement by Anglo-Saxons and Scots</u></p> <p><u>This could include:</u></p> <p>☐ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>☐ Scots invasions from Ireland to north Britain (now Scotland)</p> <p>☐ Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p>	

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				<p>☐ Anglo-Saxon art and culture</p> <p>☐ Christian conversion – Canterbury, Iona and Lindisfarne</p> <p><u>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</u></p> <p><u>This could include:</u></p> <p>☐ Viking raids and invasion</p> <p>☐ resistance by Alfred the Great and Athelstan, first king of England</p> <p>☐ further Viking invasions and Danegeld</p> <p>☐ Anglo-Saxon laws and justice</p> <p>☐ Edward the Confessor and his death in 1066</p>	
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