

KS1 - History

ELG:

- Talk about the lives of 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.

National Curriculum:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- 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]
- 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.

Year A

significant events and people

- Space Race
- Inspirational people
- Titanic

Year B

Significant individuals and events

- Guy Fawkes
- Life in a castle
- Great fire of London

EYFS

Historical Enquiry	Organisation and Communication	Historical Interpretation	Chronological Understanding	Knowledge and Understanding of events, people and changes in the past
Children know about similarities and differences between themselves, others, and families, and communities and traditions.	Children talk about past and present events in their own lives and family members.	Look at their own families and immediate surroundings.	Children talk about past and present events in their own lives and family members	Children know that other children don't always enjoy the same things and are sensitive to this.

KS1

Historical Enquiry	Organisation and Communication	Historical Interpretation	Chronological Understanding	Knowledge and Understanding of events, people and changes in the past
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Knowledge

I know how to: identify different ways in which the past is represented ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? choose and use parts of stories and other sources to show understanding of events communicate my understanding of the past in a variety of ways. I know some ways we find out about the past e.g. using artefacts, pictures, stories and websites	I know how to: identify a primary source and comment on what it shows. I can suggest simple questions to ask about a primary source. I can suggest simple answers or questions about sources or artefacts.	I know how to: I know the main differences between old and new objects I know the names of some sources of evidence e.g. photos, objects I know how to identify the different ways that things are represented. e.g. fictional accounts, illustrations, photos, films, songs, museum displays and I will comment on the message it gives (Skills).	I know how to: understand the difference between things that happened in the past and the present. put three objects in chronological order sequence events and give reasons for my order.	I know how to: recall some facts about people/events before living memory recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why
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Skills

<p>explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?"</p> <p>look at objects from the past and ask questions i.e, "What were they used for?" and try to answer.</p>	<p>Sort events or objects into groups (i.e. then and now).</p> <p>use timelines to order events or objects.</p> <p>tell stories about the past.</p> <p>talk, write and draw about things from the past.</p>	<p>look at books, videos, photographs, pictures and artefacts to find out about the past.</p>	<p>describe things that happened to themselves and other people in the past.</p> <p>order a set of events or objects</p> <p>use a timeline to place important events.</p> <p>use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young.</p>	<p>say why people may have acted the way they did</p>
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