

LTP: History

Early Learning Goal: Understanding the World | Past and Present

Children at the expected level of development will:

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; Progression towards the Early Learning Goal Progress in other areas of past

KS1 National Curriculum Aims

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.

KS2 National Curriculum Aim

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. 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.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Knowledge to be gained	<p>Children are to be given the opportunities to look at events, objects, and people from the past.</p> <p>Children should be encouraged to discuss the similarities and difference between historical events, objects, and people.</p> <p>Children should be introduced to vocabulary that links to history, e.g. old, past, new, yesterday, day, month, year, week, now, then.</p>	<p>Changes in living memory, Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Where appropriate, these should be used to reveal aspects of change in national life. How have toys/houses changed over time? Why have they changed? What inventions/discoveries have caused them to change?</p> <p>The lives of significant individuals, in the past who have contributed to national and international</p>	<p>Events beyond living memory, that are significant nationally or globally.</p> <p>That are significant nationally or globally. Explain the significant events of The Great Fire of London. Why did the fire spread and how did it stop? Explain how we know about The Great Fire of London.</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</p>	<p>Changes in Britain from the Stone Age to the Iron age. This could include (non-statutory), late Neolithic hunter-gatherers and early farmers. Bronze Age religion, technology, and travel. Iron Age hill forts: tribal kingdoms, farming, art, and culture.</p> <p>Earliest Civilisations (Egyptians). An overview of where the first civilisations appeared and an in-depth study of Ancient Egypt covering; religion, technology, travel, farming, art, and</p>	<p>The Roman Empire and its impact on Britain. This could include. Julius Caesar's attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. Successful invasion by Claudius and conquest. 'Romanisation' of Britain and the impact of technology, culture, and beliefs.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England. Roman withdrawal from Britain.</p>	<p>A Study of an Aspect or Theme in British History that Extends Pupil's Chronological Knowledge Beyond 1066. The changing powers of monarchs in British history. Timeline from the first monarch of Britain to the current monarch. With case studies on specific monarchs.</p> <p>A local history study: Linked to WWII, Looking at the effect of WWII on the UK and specifically the North East. Focus on evacuees, women at war, The Blitz, rationing, the bombing of the North East.</p>	<p>A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066. Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.</p> <p>Ancient Civilizations. The achievements of the earliest civilisations. An overview of where and when the first civilisations appeared and an in-depth study of the Indus Valley.</p> <p>Ancient Greek. A study of Greek life and achievements</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>achievements. Some should be used to compare aspects of life in different periods.</p> <p>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>Who is Florence Nightingale/Edith Cavell?</p> <p>When were they alive?</p> <p>What did they do that made them famous?</p> <p>How has this influenced the way we live today?</p>	<p>life in different periods.</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>Who is Neil Armstrong and why is he significant?</p> <p>How does Neil Armstrong's achievements influence us today?</p> <p>Significant Historical Events</p> <p>People and places in their locality.</p> <p>When did the Moon Landing occur?</p> <p>Events leading up to and including the moon landing.</p>	<p>culture, and settlements.</p>	<p>Scots invasions from Ireland to North Britain</p> <p>Anglo-Saxon invasions, settlements, and kingdoms: place names and village life. Anglo-Saxon art and culture.</p> <p>To the time of Edward, the Confessor, resistance by Alfred the Great and Athelstan.</p> <p>Further Viking invasions and Danegeld. Anglo-Saxon laws and justice. Edward the confessor and his death in 1066.</p>		<p>and their influence on the western world.</p> <p>A Non-European society that provides a contrast with British history, The Mayan civilisation.</p>

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		<p>Significant historical events, people and places in their own locality. In depth study of George Stephenson and the Stockton to Darlington railway. How did this event and person change our local area?</p>	<p>Why was the Moon Landing important? How does it continue to influence us today?</p>				
Core Skills to be Developed	<p>Chronology, Knowledge and understanding of history: I can talk about members of their immediate family and the relationships to them, name and describe people who are familiar to them and their roles in society.</p> <p>I can begin to sequence events.</p>	<p>Chronology, Knowledge and understanding of history: I can describe some features, events, people, and themes from the past.</p> <p>I can sequence a few events, objects, or pieces of information on a timeline.</p> <p>I can use a wider range of 'time' terms including recently, before, after, now, later.</p>	<p>Chronology, Knowledge and understanding of history: When I talk or write about features, events, people, and themes from the past I can include some detail.</p> <p>I can place objects, themes, and people from my history topic on a timeline.</p> <p>I can use some "historical period" terms.</p>	<p>Chronology, Knowledge and understanding of history: When I talk or write about the past, I include detail, I show that I can make some connections with features of other periods I have studied.</p> <p>I can place a number of events, objects, themes and people from topics I have</p>	<p>Chronology, Knowledge and understanding of history: When I talk or write about the past, I include detail, I include ideas which show some understanding of what things were like before and after this at local, national and world levels.</p> <p>I can place historical periods I have studied as</p>	<p>Chronology, Knowledge and understanding of history: When I talk and write about the past, I include good detail, I put my ideas in context.</p> <p>I can use a timeline to sequence local, national, and international events, as well as historical periods.</p> <p>I can use historical periods as reference points.</p>	<p>Chronology, Knowledge and understanding of history: When I talk and write about the past, I can give overviews as well as detailed accounts noting connections, contrasts, and trends over time.</p> <p>Continuity and change (during and between periods): I can point out trends as well as links between events situations</p>

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	<p>I can use a number of terms such as now, then, day, week, month, year, yesterday, past, old, new.</p> <p>Using and Understanding sources of evidence: I can pick out information about the past from sources like pictures, objects, and stories.</p> <p>Communicating Ideas in History: I can show my ideas through talk, drawing and emerging writing.</p>	<p>I can use past and present when describing events.</p> <p>Continuity and change (during and between periods): I can point out some similarities and differences between aspects of my life and the life of people in the period I am learning about.</p> <p>Cause and consequence: I can make some comments about why people did things, why events happened and what happened as a result of these.</p>	<p>I can also use century, decade, BC, and AD.</p> <p>Continuity and change (during and between periods): I can point out some similarities and differences between aspects of life at different times in the past.</p> <p>Diversity (within a period): I can describe some similarities and differences between people, events, and beliefs in the period of history I am studying.</p> <p>Cause and consequence: I can pick out some reasons for some and results of</p>	<p>studied on a timeline.</p> <p>I can use some dates and historical period terms.</p> <p>Continuity and change (during and between periods): I can describe some changes in the historical period I am studying.</p> <p>Diversity (within a period): I can describe similarities and differences between some people, events, and beliefs in the period of history I am studying.</p> <p>Cause and consequence: I can suggest reasons for and</p>	<p>well as information about my topic on a timeline.</p> <p>I can use dates and historical period terms accurately.</p> <p>Continuity and change (during and between periods): I can describe changes within and between periods and societies I have learnt about.</p> <p>Diversity (within a period): I can describe similarities and differences in society, culture, and religion in Britain at local and national levels.</p>	<p>Continuity and change (during and between periods): I can describe and make some links between events, situations, and changes within and between different periods and societies.</p> <p>Diversity (within a period): I can describe and suggest some reasons for similarities and differences in society, culture and religion in Britain and the wider world.</p> <p>Cause and consequence: I can explain my suggestions when giving reasons for and results of historical events, situations, and changes.</p>	<p>and changes within and between different periods and societies over long arcs of time.</p> <p>Diversity (within a period): I can explain similarities and differences in experiences and ideas, beliefs and attitudes of men, women, and children past societies.</p> <p>Cause and consequence: I can analyse and explain reasons for and results of historical events, situations, and changes.</p> <p>Significance: I can explain the significance of different causes and consequences.</p>

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	<p>I can understand the past through settings, characters and events encountered in books read in class, storytelling and topical events.</p>	<p>Using and understanding sources of evidence: I can use information from more than one source in and for my answers.</p> <p>Understanding historical interpretation: I can talk about some of the different ways that the past is recorded or represented.</p> <p>I can name some which tell us about the past.</p>	<p>people's actions and events.</p> <p>Significance: I can point out which people were historically important.</p> <p>Using and understanding sources of evidence: I can compare different sources of evidence about person, object, event or change in history and point out some similarities and differences.</p> <p>Understanding historical interpretation: I can say which sources are likely to be the most useful for a task.</p>	<p>results of people's actions and events.</p> <p>Significance: I can suggest which people were historically important.</p> <p>Using and understanding sources of evidence: I can comment on the usefulness and accuracy of different sources of evidence.</p> <p>Understanding historical interpretation: I can identify primary and secondary sources of evidence.</p>	<p>Cause and consequence: I can give some reasons for and results of historical events, situations, and changes.</p> <p>Significance: I can suggest which people and causes, and consequences of change are more important.</p> <p>Using and understanding sources of evidence: I can suggest some reasons why there are different accounts and interpretations of the past.</p> <p>Understanding historical interpretation:</p>	<p>Significance: I can explain which cause and consequences are the most significant.</p> <p>Using and understanding sources of evidence: I take account of a range of information, when evaluating its accuracy and usefulness.</p> <p>Understanding historical interpretation: I can explain my evaluation of particular pieces of information and particular sources.</p>	<p>Understanding historical interpretation: I can discuss how and why different arguments and interpretations of the past have been constructed.</p>

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					I compare sources of evidence to help me identify reliable information.		
Vocabulary	<p>Autumn Day, month, now.</p> <p>Spring Past, old, new, year.</p> <p>Summer Yesterday, then, week.</p>	<p>Autumn Present, similar, different, source, museum.</p> <p>Spring Timeline, war, Florence Nightingale, Edith Cavell.</p> <p>Summer Before, after, later, local, long ago.</p>	<p>Autumn Chronology, Samuel Pepys, cause, change.</p> <p>Spring Reliability, astronaut, Edwin Aldrin, Neil Armstrong, Michael Collins, Apollo 11, Luna Module Eagle.</p> <p>Summer Century, decade.</p>	<p>Autumn Archaeology, agriculture, artefact, BD, Stone Age, Iron Age, hunter gatherer, Bronze Age, prehistory.</p> <p>Spring Ancient civilisations, pharaoh, tomb, Nile, mummification, pyramid, significance, Gods and Goddesses.</p> <p>Summer Disaster, invention.</p>	<p>Autumn Emperor, myths and legends, invasion, empire, Boudicca, rebellion, republic, traitor.</p> <p>Spring Danelaw, AD, kingdom, monastery, church, colony, settler, slave, Christianity, oral history.</p> <p>Summer Settlement, primary evidence, diversity, nomad.</p>	<p>Autumn Interpretation, monarchy, peasant, Pope, aristocracy, tyrant, conquest, crusades, treason.</p> <p>Spring Prime Minister, propaganda, civil defence, Blitz, Adolf Hitler, Winston Churchill, evacuee, nation, secondary evidence, revolt.</p> <p>Summer Voyage, vessel, fleet, discovery, continuity, explorer.</p>	<p>Autumn Democracy, execution, heresy, parliament, causation, biased, torture, court, Dark Ages.</p> <p>Spring Oligarchy, astronomy, Mayan, Ahau, philosophy, Islam, sacrifice.</p> <p>Summer Mines, miner, protest, union, global, international.</p>
	Enrichme	Local visits, Preston Park, Museum,	Village visits, Beamish, Preston Park.	Fire Station, Planetarium, Space Maps (Eaglescliffe).	Kingsway Centre Stone age residential,	Viking Days, Kirkleatham Museum Anglo-Saxon Princess,	Beamish, Preston Park Museum, Edam Camp, Dorman's Museum.

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	Topic Experts in school.			Stone age artefacts Preston Park Museum, Resources Box, Great North Museum (Egyptians).	Mount Grace Priory, Fountains Abbey, Roman Ruins.		
Topic Links	Pirates, Space, People who help me,	Changes in living memory: How have Toys and Houses changed over time? Significant person: Florence Nightingale and Edith Cavell. Significant historical events, people and places in their own locality. (George Stephenson and the Stockton to Darlington railway).	Events Beyond Living Memory (Great Fire of London). Significant Individuals/ Historical Event (Neil Armstrong and the Moon Landing).	Stone Age to Iron Age Ancient Civilisations: Egyptians.	Roman Impact on Britain. The Viking and Anglo-Saxon struggle for the Kingdom of England.	Monarchs of Britain. WWII	Crime and Punishment: Anglo Saxon to present. Ancient Civilisations.