

# History

at Norton CP School

At Norton CP School our focus in history is to encourage children to develop their historical understanding whilst enabling them to gain a coherent, chronological understanding of Britain's past and that of the wider world. We also ensure that children realise that history has impacted on the lives, choices and opportunities we have today, and that there were significant people, events and historical periods that have caused these changes. To achieve this, we study a variety of periods from the earliest times and link them to the present day and wherever possible to the local area. We aim to equip pupils to ask perceptive questions, think critically, examine evidence, construct arguments, and develop a historical perspective and judgement. We strive to inspire pupils' curiosity through a lively and questioning approach to history.

Children will learn the historical periods in chronological order to help with their memory skills. Each year group in key stage two will also study an aspect or theme of British history to develop their understanding of social history. Some topics are revisited to help develop memory skills and for children to make links between learning. Links will also be exploited across different subjects such as geography and science, wherever possible which aims to develop their thinking. Further, we aim to provide children with the opportunity to appreciate that the lives we lead today are different and have both changed or continued from the experiences of people before us.

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**To investigate and interpret the past**

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use historical stories and artefacts to answer simple questions.</p>	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>Use given artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Identify some of the different ways the past has been represented</p>	<p>Use a variety of evidence and decide whether it's appropriate then find out answers to questions.</p> <p>Suggest reasons why some historical events have occurred.</p>	<p>Suggest and use a variety of evidence and decide whether it's appropriate then find out answers to questions.</p> <p>Suggest causes and consequences of some historical events and changes.</p> <p>Describe historical events from two different viewpoints and why the accounts may differ.</p>	<p>Identify and select suitable sources of evidence and explain its reliability.</p> <p>Show understanding that evidence can be biased.</p> <p>To be able to have a class debate about two different points of view of a historical event.</p>	<p>Identify and select suitable sources of evidence and use it in order to justify claims about the past.</p> <p>Form a hypothesis. Test a hypothesis. Use literacy skills to communicate historical knowledge</p>

### To build an overview of world history

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>Show an awareness of historical events.</p> <p>Recognise significant people from the past.</p>	<p>Describe historical events and significant people.</p> <p>Recognise the reasons why people in the past acted as they did. (Victorians)</p>	<p>Describe life in Britain from the Stone Age to the Iron Age (Malton Museum) and compare it with life in Ancient Egypt.</p> <p>Describe the changing power of monarchs.</p> <p>Describe some features of life in the past, including experiences of men, women and children.</p>	<p>To describe features of life during the Roman Empire and its impact on Britain and the local area (Malton Museum)</p> <p>To understand Greek Life and achievements and their influence in the western world</p> <p>To understand the impact of the first railways as a turning point in British history.</p>	<p>Describe features and characteristics of the life in the Anglo-Saxon era and its impact on the locality of the school (Malton Museum).</p> <p>Compare the Anglo-Saxon era.</p> <p>Explore and investigate the history of slavery in Britain.</p> <p>Describe the social, ethnic, cultural and religious diversity of past society.</p>	<p>Describe features and characteristics of the life in the Vikings era and its impact on the locality of the school.</p> <p>Describe the social, ethnic, cultural and religious diversity of an Islamic civilisation.</p> <p>Describe the characteristic features of crime and punishment from 1066 to the present day.</p>

### To understand chronology

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</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>Recognise if person/events belong in the past or present</p> <p>Use some common words, signs or symbols to indicate the passage of time.</p>	<p>Place events in order on a timeline.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Placing events, historical figures and artefacts on a timeline using dates and terms.</p>	<p>Ordering events, historical figures and artefacts on a timeline using dates and terms, recognising that changes may remain for a long, or short period of time.</p> <p>Describe a change over time giving a reason for this.</p>	<p>Placing events on a timeline using dates and terms, whilst understanding the concept of continuity and change over time.</p> <p>Describe and explain a change over time.</p>	<p>Placing events on a timeline using dates and terms whilst understanding the concept of continuity and change over time.</p> <p>Describe the main changes in a period of history, identifying periods of rapid change and contrasting them with times of relatively little change.</p> <p>Explain change and continuity in the everyday life of people in a period studied.</p>

## To communicate historically

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>Talk about past and present events in their own life and of family members.</p> <p>Use everyday language related to time.</p>	<p>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>Show an understanding of the concept of nation and a nation's history.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use literacy, numeracy and computing skills to communicate information about the past.</p> <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>	<p>Use literacy, numeracy and computing skills to a higher standard to communicate information about the past.</p> <p>Begin to identify how they would communicate the information they have gained.</p>	<p>To makes choices of using literacy, numeracy and computing skills in a variety of ways to communicate information about the past selecting a method appropriate for the purpose.</p>	<p>Choose the appropriate literacy, numeracy and computing skills to a high standard in order to communicate information about the past.</p>

## Vocabulary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>	<p>Everyday language that can be related to time e.g. yesterday, last week.</p> <p>Artefact, evidence, past, present, recent, long ago</p>	<p>Past, present, older, newer, a long time ago, recently, years, decades and centuries</p> <p>civilisation, monarchy, parliament, democracy, and war and peace.</p> <p>Source, difference, similar, period</p>	<p>Dates, time period, era, chronology, change.</p> <p>Primary, prehistory, secondary, ancient, change, continuity, civilization, culture, invention, archaeology Nomadic Settle Community Burial</p>	<p>Dates, time period, era, chronology, change.</p>	<p>Dates, time period, era, chronology, change, century, decade.</p>	<p>Dates, time period, era, chronology, change, century, decade, continuity, and legacy.</p>