

History in the EYFS at Brookside Primary School

<p>The EYFS History curriculum at Brookside Primary school</p> <p>We want to teach children to... Understand the past and present times. Children will be taught to talk about events that have happened in the past and will learn about some key historical figures. Children will explore similarities and differences between the past and present time. Children will be taught key vocabulary relating to history which will lay the foundations for KS1.</p>	<p>How we teach history in the EYFS at Brookside Primary School....</p> <p>We teach children about history through their own family experiences, artefacts, objects and stories and non-fiction texts. Children will have opportunities to explore museum boxes and other artefacts.</p>	<p>Our rationale for our EYFS history curriculum...</p> <p>Children entering the EYFS will be able to talk about their present lives but have had less opportunity to talk about the past. Children sometimes find it hard to connect their present experiences and those in the past. Therefore, we aim to give children many real life and concrete experiences in which they can make links to the past and begin to explore history. As with many other areas we begin with the child and the child's immediate family to begin to explore what history means for them.</p>
<p>We are historians through....</p>		
<p>Understanding of the World</p> <p>3 / 4 year olds: - Begin to make sense of their own life-story and family's history. Reception - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.</p> <p>ELG: UTW: Past and Present - 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.</p>		

By the end of the EYFS we would like children to.... Be able to talk about events in the past and link these to their own experiences. Children will be able to identify some key people in society and identify why they were important. Children will be enthusiastic historians with a thirst to learn more as they move in to KS1.

Brookside History Curriculum Sequencing

National Curriculum Objectives	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Year A	<ul style="list-style-type: none"> Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Understand 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. Understand the lives of significant individuals in the past. Be exposed to events beyond living memory that are significant nationally or globally. Discover significant historical events, people and places in their own locality 	<ul style="list-style-type: none"> A depth study of Ancient Egypt. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions. 	<ul style="list-style-type: none"> To study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Explore a significant turning point in British history. Understand Britain's settlement by Anglo Saxons and Vikings. The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Note connections, contrasts and trends over time. Understand how knowledge of the past is constructed from a range of sources.
Year B	<ul style="list-style-type: none"> Understand the lives of significant individuals in the past who have contributed to national and international achievements. Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Be exposed to events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> The Victorian era – Society and Change. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study - to study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality. The Roman Empire and its impact on Britain. Continue to develop chronologically secure knowledge of history. 	<ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their continuing influence on the western world. Investigate a non-European society that provides contrasts with British history (Mayan Civilisation, South America) c. AD 900 Note connections, contrasts and trends over time.

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- Establish clear narratives within and across periods studied.

Skills Progression	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Historical Interpretations	<p>Start to compare two versions of past events.</p> <p>Start to understand that there can be different versions of the same event from the past.</p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p>	<p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p>Begin to understand some of the ways in which historians and others investigate the past.</p>	<p>Find and analyse a wide range of evidence about the past.</p> <p>Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past.</p> <p>Consider different ways of checking the accuracy of interpretations of the past.</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p>
Historical Investigations	<p>Observe or handle evidence to ask simple questions about the past.</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>Use evidence to explain the key features of events. sort some objects/artefacts into new and old and then and now.</p>	<p>Use a range of primary and secondary sources to find out about the past.</p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>Recognise when they are using primary and secondary sources of information to investigate the past.</p> <p>Use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites.</p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p>
Chronological Understanding	<p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines. sequence pictures from different periods.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p>	<p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Explain that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p>Understand how some historical events/periods occurred concurrently in different locations, e.g., Anglo-Saxon Kingdoms and Mayan Society.</p>

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Where skills & objectives are taught.	KS1	KS2	
	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
Year A	<p>Heroes:</p> <ul style="list-style-type: none"> Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Understand 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><i>Changes within living memory. Develop awareness of the past using common words and phrases relating to the passing of time.</i></p> <p>Use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time.</p> <p>Describe memories and changes that have happened in their own lives.</p> <p><i>How have we changed?</i></p> <p>Observe and use pictures, photographs and artefacts to find out about the past.</p> <p>Start to use stories or accounts to distinguish between fact and fiction.</p> <p>Explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past.</p> <p><i>Significant real-life women heroes: Rosa Parks, Florence Nightingale.</i></p> <p><i>Remembrance Day – real life heroes</i></p> <p>Understand that there are reasons why people in the past acted as they did.</p> <p>Describe significant individuals from the past.</p>	<p>Egyptians</p> <ul style="list-style-type: none"> A depth study of Ancient Egypt. Understand how our knowledge of the past is constructed from a range of sources. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p><i>Locate Egypt in time and create timeline.</i></p> <p><i>Understand difference between BC/AD.</i></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p>Explain that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p> <p><i>Understand why much of the life of Egypt depended on the River Nile, including farming</i></p> <p><i>Investigate the pyramids and what they were used for</i></p> <p>Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p> <p><i>Discovery of Tutankhamun's tomb (literacy)</i></p> <p>Look at two versions of the same event or story in history and identify differences.</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p> <p><i>Process of constructing tombs</i></p>	<p>Twentieth Century Conflict</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history. <p><i>What were the causes of WW1?</i></p> <p><i>Why were so many lives lost?</i></p> <p><i>Was the Treaty of Versailles fair?</i></p> <p>Select relevant sections of information to address historically valid questions and construct detailed, informed responses.</p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p><i>How did Hitler rise to power?</i></p> <p>Show an awareness of the concept of propaganda.</p> <p>Know that people in the past represent events or ideas in a way that may be to persuade others.</p> <p><i>What was life like in Nazi Germany?</i></p> <p><i>How did antisemitism rise in 1930s Germany?</i></p> <p><i>How did the second world war end?</i></p> <p><i>Why did the USA & USSR enter a cold war?</i></p> <p><i>How successful was the policy of peaceful co-existence?</i></p> <p>Present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives.</p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p> <p>Start to understand the difference between primary and secondary evidence and start to question its reliability.</p>

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	<p>Castles:</p> <ul style="list-style-type: none"> Understand the lives of significant individuals in the past. Be exposed to events beyond living memory that are significant nationally or globally. <p><i>Kings and Queens of the past</i></p> <p>Sequence artefacts and events that are close together in time.</p> <p>Order dates from earliest to latest on simple timelines.</p> <p>sequence pictures from different periods.</p> <p><i>Present day Monarchy</i></p> <p>Start to show some basic understanding of substantive concepts, such as monarchy, parliament, war, voyage, society.</p> <p><i>Compare aspects of life today to different periods</i></p> <p><i>Comparing houses of today with castles</i></p> <p><i>Comparing rich and poor</i></p> <p><i>Compare jobs of today with jobs of the past</i></p> <p><i>Clothing and food – past and present</i></p> <p>Observe or handle evidence to ask simple questions about the past.</p> <p>Sequence artefacts and events that are close together in time.</p> <p>Sequence pictures from different periods.</p> <p>Talk and write about things from the past using some historical vocabulary.</p> <p>Talk, write and draw about things from the past.</p>	<p><i>Afterlife and mummification (topic and literacy)</i></p> <p>Present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies).</p> <p><i>Hieroglyphics</i></p> <p><i>Egyptian clothing</i></p> <p>Identify key features, aspects and events of the time studied.</p> <p>Britain Begins</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. Develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions. <p><i>Stone age, bronze age and iron age timeline</i></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p><i>The first settlements and development of houses over this period</i></p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p><i>Hunter gatherers and first farmers in Britain</i></p> <p>Build on prior knowledge to start to gain further understanding of substantive concepts.</p> <p>Identify key features, aspects and events of the time studied.</p> <p>Regularly address and sometimes devise own questions to find answers about the past.</p> <p>Begin to undertake their own research.</p>	<p>Saxons & Vikings</p> <ul style="list-style-type: none"> Britain's settlement by Anglo Saxons and Vikings. The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Note connections, contrasts and trends over time. Understand how knowledge of the past is constructed from a range of sources. <p><i>Explore the origins of the settlers</i></p> <p>Find and analyse a wide range of evidence about the past.</p> <p><i>Chart the chronology of Saxon Britain</i></p> <p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately.</p> <p>Accurately use dates and terms to describe historical events.</p> <p><i>Describe Saxon settlements</i></p> <p>Describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children</p> <p><i>Raiders & traders</i></p> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p><i>The Picts</i></p> <p><i>Who were Hengist & Horsa?</i></p> <p><i>Legacy of Saxon place names</i></p> <p><i>Why and where did the Vikings raid Britain?</i></p> <p>Use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time.</p> <p><i>Who was Alfred the Great & Athelstan?</i></p> <p><i>What were the events of 1066?</i></p> <p>Identify key features, aspects and events of the time studied.</p>
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<p>Year B</p>	<p>Africa (Geography topic with history strands)</p> <ul style="list-style-type: none"> Understand the lives of significant individuals in the past who have contributed to national and international achievements. <p><i>The life and work of Nelson Mandela</i></p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Sequence artefacts and events that are close together in time.</p> <p>How Has it Changed?:</p> <ul style="list-style-type: none"> Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <p><i>Comparing forms of communication technology during the past 50 years with today.</i></p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p>	<ul style="list-style-type: none"> The Victorian era – Society and Change. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. <i>Comparison of aspects of Victorian Britain and modern Britain</i> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><i>Chronology of Victorian era</i></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p> <p><i>The Royal family</i> <i>Comparison of rich and poor during Victorian period (homes)</i> <i>Study life for rich and poor Victorian children – workhouse, chimney sweeps, school, diet</i> <i>Victorian inventions and their impact today e.g., the first railways, factories, communications</i></p>	<p>The Greeks</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world. <i>Key locations in ancient Greek history</i> Use a wide range of different evidence to collect evidence about the past e.g., maps <i>Chronology of ancient Greek history</i> Order an increasing number of significant events, movements and dates on a timeline using dates accurately. <i>Typical ancient Greek cuisine</i> <p>Identify and note connections, contrasts and trends over time in the everyday lives of people.</p> <p><i>Using a range of sources of history to find out about:</i></p> <ul style="list-style-type: none"> Why were Athens & Sparta so different? What was Alexander the Great's impact on the Greek Empire? What sort of buildings did the Greeks construct? <p>Find and analyse a wide range of evidence about the past.</p>

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<p>Talk and write about things from the past using some historical vocabulary.</p> <p style="text-align: center;"><i>Thinking about materials used to make children's toys – how do toys from the past differ to today's toys?</i></p> <p>Use evidence to explain the key features of events. sort some objects/artefacts into new and old and then and now.</p> <p>Talk and write about things from the past using some historical vocabulary.</p> <p>Where We Live</p> <ul style="list-style-type: none"> Be exposed to events beyond living memory that are significant nationally or globally. <p style="text-align: center;"><i>Consider the events leading up to the Great Fire of London using different forms of evidence.</i></p> <p>Know and recount episodes from stories and significant events in history.</p> <p>Talk, write and draw about things from the past.</p> <p>Use historical vocabulary to retell simple stories about the past.</p> <p>Talk and write about things from the past using some historical vocabulary.</p> <ul style="list-style-type: none"> Discover significant historical events, people and places in their own locality. 	<p>Start to present ideas based on their own research about a studied period.</p> <p>Use a range of primary and secondary sources to find out about the past.</p> <ul style="list-style-type: none"> Bicester Through the Ages: St Edburg's Church <p>A local history study - a study of an aspect of history and a site dating from a period beyond 1066 that is significant in the locality.</p> <p><i>What was Bicester like in the past?</i></p> <p>Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><i>Visit St. Edburg's church and site of Bicester Priory</i></p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p><i>Use a range of sources to learn about the past (photographs, websites, people)</i></p> <p>Use a range of primary and secondary sources to find out about the past.</p> <p>Romans</p> <ul style="list-style-type: none"> Investigate the Roman Empire and its impact on Britain. Continue to develop chronologically secure knowledge of history. Establish clear narratives within and across periods studied. <p><i>Identify the extent and impact of the Roman Empire</i></p> <p>Gather more detail from sources such as maps to build up a clearer picture of the past.</p> <p><i>Locate Roman Empire in time and create timeline.</i></p> <p><i>Understand the difference between BC/AD.</i></p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.</p>	<p><i>How reliable are sources of evidence from the past?</i></p> <p>Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts.</p> <p>Continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.</p> <p style="text-align: center;"><i>What Inventions came from Ancient Greece?</i></p> <p>Start to recognise that some concepts, such as technology, will be different across different periods of history.</p> <p>Plan and present a self-directed project or research about the studied period.</p> <p>Investigate their own lines of enquiry by posing historically valid questions to answer.</p> <p>The Mayans</p> <ul style="list-style-type: none"> A non-European society that provides contrasts with British history (Mayan Civilisation, South America) c. AD 900 <p><i>Chronology of Mayan civilisation</i></p> <p><i>When & how do we know about the Maya and where did they live?</i></p> <p><i>What was Mayan architecture, farming & settlements like?</i></p> <p><i>What did the Maya believe and how did this affect writing and their calendar?</i></p> <p><i>How do the Maya compare to the Saxons?</i></p> <p><i>How did invasion affect the Maya?</i></p> <p><i>What is the legacy of Mayan culture?</i></p>
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