

At Manor Park First school we want to create Historians who



1. Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. Know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past societies; achievements and follies of mankind
3. Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and so that they can in the Year 5 and 6 create their own structured accounts, including written narratives and analyses
5. Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and start to discern how and why contrasting arguments and interpretations of the past have been constructed
6. Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



Skills Progression (Disciplinary Knowledge)



EYFS


Understanding the world

- Talk about the lives of people around them and their role 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 and storytelling.

YEAR 1	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
	<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask “What was it like for people?”</p> <p>“What happened?”</p> <p>“What was this used for?”</p> <p>“How long ago?”</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed overtime.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
	<p>I can place events and some artefacts on a timeline.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were.</p>	<p>I can describe changes and historical events.</p>	<p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to talk about key events of a significant king/queen or castle.</p>

YEAR 2	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
 <p>Hospitals and healthcare <small>(Distinguish individuals and treat individuals)</small></p>	<p>I can place events, artefacts and people on a timeline.</p> <p>I can begin to use some dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>I can recognise that there are reasons why people in the past acted as they did and what the consequences of these actions were.</p>	<p>I can describe changes and the historical events they led to.</p>	<p>I can use pictures, stories and film footage to find out about the past.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people and events from the past and explain why they are important.</p>
 <p>The Great Fire of London <small>(Events beyond living memory)</small></p>	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>

YEAR 3	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
	<p>I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age.</p> <p>With support, I can use BCE.</p>	<p>I can observe evidence to ask about the past and come to conclusions based on what I have seen.</p> <p>I can explain how we find prehistoric evidence.</p>	<p>I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p>	<p>With support, I can begin to explain the concept of change over a long period of history.</p>	<p>I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p>	<p>I can suggest suitable sources of evidence to find out about significant people/events.</p>
<p>Mary Anning and Lyme Regis</p> <p>Substantive theme: Society and community</p> 	<p>I can place events and historically significant individuals on a timeline using dates.</p> <p>With support, I can use BCE and CE.</p>	<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p>	<p>Suggest causes and consequences of some of the main events and changes in history in Lyme Regis and the life of Mary Anning.</p>	<p>I can begin to explain how society and the role of women has changed over time.</p> <p>I can begin to explain how and why scientific thought has changed over time.</p>	<p>I can begin to describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can compare my life with that of an individual in the past and describe some similarities and differences.</p>	<p>I can discuss the importance of people and events in the past and the significant impact they had on British archaeological thought.</p> <p>I can suggest suitable sources of evidence to find out about significant people/events.</p>

Year 4	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
	<p>I can place events, artefacts and historical figures on a timeline, using dates and time (BCE/CE).</p>	<p>I can suggest more than one suitable source for historical enquiry.</p> <p>I can begin to discuss the reliability of sources.</p>	<p>I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.</p>	<p>I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.</p>	<p>I can describe the social, ethnic, cultural and religious diversity of the past.</p> <p>I can describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</p>	<p>I can discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support).</p>
<p>ANGLO SAXON (touch on the Vikings but this will be picked up in detail in Year 5)</p>	<p>I can use dates accurately in describing events and people.</p>	<p>I can use sources of evidence to deduce information about the Saxons.</p> <p>I can discuss whether the evidence is reliable and explain why.</p>	<p>I can describe the causes of invasion in Britain and what the consequences were.</p>	<p>I can identify periods of rapid change in history.</p> <p>I can explain what changed and what continued over time when the Anglo-Saxons settled</p>	<p>I can compare similarities and differences between Anglo-Saxon and Roman culture.</p>	<p>I can describe the social and cultural significance of a past society.</p>