



# Princefield First School

## History



	Early Years	Key Stage 1		Key Stage 2
	Reception	Year 1	Year 2	Year 3/4
<b>Strand</b>	<p><i>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.</i></p>			<p><i>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.</i></p>
<b>Chronology</b>	<p>Know the difference between past and present in own lives.</p> <p>Use everyday language related to time.</p> <p>Order and sequence familiar events.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>To understand the difference between events that happened now and in the past</p> <p>To know about things that happened to them in the past and to other people.</p> <p>To use words and phrases</p> <p>Now,yesterday,last week,when I was younger,a long time ago.</p>	<p>To understand words past and present when telling an event.</p> <p>Recount changes in own lifetime.</p> <p>To understand how to put people,events and objects in order.</p> <p>To use words and phrases such as</p> <p>recently,decades,centuries.</p> <p>Sequence artefacts closer together in time.</p> <p>Sequence photographs from different time in their lives.</p> <p>Describe memories of key events in lives.</p>	<p>To describe events from the past using dates when things happened.</p> <p>To describe events and periods using words ancient and century.</p> <p>To use a timeline within a specific time in history to set out the order things may have happened.</p> <p>To use my mathematical knowledge to work out how long ago events would have happened.</p> <p>To use mathematical skills to round up time differences into centuries and decades.</p> <p>To begin to recognise and quantify the different time periods that exists between different groups that invaded Britain.</p>

Strand	Reception	Year 1	Year 2	Year 3/4
Knowledge and understanding of events people and changes in	<p>Know some reasons why people's lives were different in the past</p> <p>Know about simple similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>They know and recount stories from the past.</p> <p>To be able to know some facts about people long ago. Before living memory.</p> <p>To be able to find out some facts about events that happened long ago.</p> <p>To say why people may have acted as they did.</p> <p>Identify similarities and differences between periods</p>	<p>Use information to describe the past.</p> <p>Use information they have found out about the past to describe differences between then and now.</p> <p>Look at evidence to give and explain reasons why people in the past may have acted in the way they did.</p> <p>Recount the main events from a significant event in history giving some interesting details.</p>	<p>To begin to picture what life would have been like for the early settlers.</p> <p>To recognise that Britain has been invaded by several different groups over time.</p> <p>To realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>To suggest why certain events happened as they did in history.</p> <p>To suggest why certain people acted as they did in history.</p> <p>To explain how events from the past have helped shape our lives.</p> <p>To begin to appreciate why Britain would have been an important country to have invaded and conquered.</p>
Organisation and Communication	<p>To sort objects into old and new.</p> <p>To be able to talk about the past and present events in their own lives and in the lives of family members.</p>	<p>To sort objects or events into groups.</p> <p>Begin to use timelines to order events.</p> <p>To tell stories about the past roleplay</p> <p>To draw pictures and write sentences about the past.</p>	<p>Communicate their knowledge through discussion, pictures, drama, models, writing and ICT.</p> <p>To use time lines to order events and people.</p>	<p>Address and device historical questions</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Communicate knowledge and understanding through a range of written, pictorial and verbal strategies.</p>
Historical interpretation	<p>To listen to stories to find out about the past.</p>	<p>Use stories to find out about the past.</p> <p>Compare adults talking about the past.</p>	<p>Compare two versions of a past event.</p> <p>Compare pictures or photographs or events in the past</p> <p>Discuss reliability of photos, accounts, stories.</p>	<p>To show some understanding that aspects of the past have been represented and interpreted in different ways.</p>
Historical Enquiry	<p>To look at pictures and artefacts and to identify old and new.</p>	<p>Find answers to simple questions about the past from artefacts.</p> <p>To look at pictures and ask which things are old, new.</p> <p>What were the people doing?</p> <p>What were objects used for?</p>	<p>Ask 'What was it like for people in the past?'</p> <p>'What happened in the past?'</p> <p>'How long ago did an event happen?'</p>	<p>To recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>To use various sources to piece together information about a period in history.</p> <p>To use 'information finding' skills in writing to help to write about historical information.</p> <p>Through research, identify similarities and differences between given periods in history.</p> <p>To research two versions of an event and say how they differ.</p> <p>To research what it was like for a child in a given period from the past and use photographs and illustrations to present findings.</p>