

History

STRAND	By the end of FS	By the end of Y1	By the end of Y2	By the end of Y3
Chronological understanding	<ul style="list-style-type: none"> ❖ Sequence daily events. ❖ Begin to recognise the difference between the past and the present. ❖ Talk about the passage of time via days, dates, and seasons of the year. ❖ Discuss key events in their life. 	<ul style="list-style-type: none"> ❖ Sequence events in their life. ❖ Sequence 3 or 4 artefacts from distinctly different periods of time. ❖ Match objects to people of different ages. 	<ul style="list-style-type: none"> ❖ Sequence artefacts closer together in time –check with reference books. ❖ Sequence photographs etc from different periods of their life. ❖ Describe memories of key events in lives. 	<ul style="list-style-type: none"> ❖ Place the time studied on a timeline. ❖ Use dates and terms related to the topic and the passing of time. ❖ Sequence several events or artefacts.
Range and depth of historical knowledge		<ul style="list-style-type: none"> ❖ Recognise the difference between past and present in their own and others' lives. ❖ Know and recount episodes from stories about the past. 	<ul style="list-style-type: none"> ❖ Recognise why people did things, why events happened and what happened as a result. ❖ Identify differences between ways of life at different periods in time. 	<ul style="list-style-type: none"> ❖ Find out about everyday lives of people in the topics studied. ❖ Make comparisons with our life today. ❖ Identify why people acted the way they did, and the results of their actions. ❖ Understand why people made certain choices.
Interpretations of history		<ul style="list-style-type: none"> ❖ Encourage children to distinguish between fact and fiction using stories such as traditional tales. ❖ Compare adults talking about the past – how reliable are their memories? 	<ul style="list-style-type: none"> ❖ Compare two versions of a past event. ❖ Compare pictures and photographs of events in the past. ❖ Discuss reliability of photos/events/stories. 	<ul style="list-style-type: none"> ❖ Identify and give reasons for different ways in which the past is represented. ❖ Distinguish between different sources- compare different versions of the same story. ❖ Looks at representations of the period – museum, cartoons, newspapers etc.
Historical enquiry		<ul style="list-style-type: none"> ❖ Find answers to simple questions about the past from sources of information e.g. artefacts. 	<ul style="list-style-type: none"> ❖ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> ❖ Use a range of sources to find out about a topic. ❖ Observe finer details from artefacts and pictures etc. ❖ Select and record information relevant to the study. ❖ Begin to develop research skills.

<p>Organisation and communication</p>		<ul style="list-style-type: none"> ❖ Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 		
<p>Historical content</p>	<ul style="list-style-type: none"> ❖ Understanding their family history ❖ Understanding the concept of time passing. ❖ Learning about famous people 	<ul style="list-style-type: none"> ❖ Changes within living memory – Toys & School ❖ Explorers – Christopher Columbus, Neil Armstrong, Mary Kingsley, Ernest Shackleton 	<ul style="list-style-type: none"> ❖ Inventors (STEM) – Tim Berners-Lee, Alexander Graham Bell, Isambard Kingdom Brunel ❖ Significant Individuals – Mary Seacole/Florence Nightingale/Sister Dora ❖ Our Royal Family 	<ul style="list-style-type: none"> ❖ Changes in Britain through the Stone Age to the Iron Age ❖ Local History Study – Past Times (Arboretum, Market, Walsall FC, Pat Collins)

STRAND	By the end of Y4	By the end of Y5	By the end of Y6
<p>Chronological understanding</p>	<ul style="list-style-type: none"> ❖ Place events from period studied on timeline. ❖ Use terms related to the period and begin to date events. ❖ Understand more complex terms e.g. B.C./A.D. 	<ul style="list-style-type: none"> ❖ Know and sequence key events of times studied. ❖ Use relevant terms and period labels. ❖ Make comparisons between different times in the past. 	<ul style="list-style-type: none"> ❖ Place current topic on timeline in relation to other topics. ❖ Use relevant dates and terms. ❖ Sequence up to ten events on a timeline.
<p>Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> ❖ Find out about the everyday lives of people during the topics studied and support finding with evidence. ❖ Identify key features and main events within the topic studied. ❖ Identify why people acted the way they did, and the results of their actions, supported by evidence. 	<ul style="list-style-type: none"> ❖ Study the role of different groups of people within society – royalty, men, women etc. ❖ Examine causes and results of great events and the impact on people. ❖ Compare everyday life within two different topics studied. 	<ul style="list-style-type: none"> ❖ Find out about beliefs behaviour and characteristics of people within a topic, recognising that not everyone shares the same views and feelings. ❖ Compare beliefs and behaviour within two different topics studied.

	<ul style="list-style-type: none"> ❖ Offer a reasonable explanation for some events. 		<ul style="list-style-type: none"> ❖ Write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate their explanation. ❖ Know and explain key dates, characters and events of time in topics studied.
Interpretations of history	<ul style="list-style-type: none"> ❖ Explore different sources of evidence available. ❖ Begin to evaluate the usefulness of different sources. ❖ Use textbooks and historical knowledge. 	<ul style="list-style-type: none"> ❖ Compare accounts of events from different sources, discuss if they are fact or fiction. ❖ Develop reasons for different versions of events. 	<ul style="list-style-type: none"> ❖ Link sources and discuss how conclusions were arrived at. ❖ Discuss the accuracy of different interpretations. ❖ Be aware that different evidence can lead to different conclusions. ❖ Use a range of sources independently to conduct research.
Historical enquiry	<ul style="list-style-type: none"> ❖ Use evidence to develop understanding of a past event. ❖ Choose relevant material to support understanding of one aspect of life and time. ❖ Ask a variety of questions ❖ Research 	<ul style="list-style-type: none"> ❖ Begin to identify primary and secondary sources. ❖ Use evidence to support understanding of past events. ❖ Select relevant sections of information. ❖ Research. 	<ul style="list-style-type: none"> ❖ Recognise primary and secondary sources. ❖ Use a range of sources to support understanding about a topic. ❖ Suggest what omissions have been made and where this information could be found. ❖ Bring knowledge gathered from several sources together in a fluent account.
Organisation and communication.	<ul style="list-style-type: none"> ❖ Recall, select and organise historical information. ❖ Communicate their knowledge and understanding. 		<ul style="list-style-type: none"> ❖ Select and organise information to produce structured work, making appropriate use of dates and terms.
Historical content	<ul style="list-style-type: none"> ❖ Roman Empire and its impact on Britain ❖ Britain's settlement of Anglo-Saxons and Scots ❖ Ancient Egyptians 	<ul style="list-style-type: none"> ❖ The Viking and Anglo-Saxon struggle for England ❖ Victorians & Local History – Industrial Revolution (Walsall Leather/Canals/Black Country/Ironbridge) 	<ul style="list-style-type: none"> ❖ WWII – Home Front and Evacuation ❖ Local History – Jobs and Employment Railways (George Stephenson) ❖ Ancient Maya

		❖ A study of Ancient Greece & influence on western world (Olympics - Much Wenlock)	
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Preparing for Life Beyond Rushall - Skills Years 7,8,9:

- ❖ 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
- ❖ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ❖ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ❖ 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 create their own structured accounts, including written narratives and analyses
- ❖ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed