

National Curriculum Coverage

History



Early Years Foundation Stage

EYFS Unit of work	Christleton Primary School Progression Document developed from Development Matters and Check Points tracking.	Early Years Outcomes Specific Areas Development Matters 2021 ELG
People, Culture and Communities	Understand that some places are special for some members of the community e.g., St James Church.	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Past and Present	<ul style="list-style-type: none"> • Continue to understand the difference between past and present and build up knowledge of key historical events through topic, stories and community events e.g., Bonfire night Remembrance Day. • Talk about significant historical events and how things were different in the past. • Compare and contrast characters from stories including figures from the past. 	Children at the expected level of development will: <ul style="list-style-type: none"> • talk about the lives of the 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;

Key Stage 1

National Curriculum Objective	Where My Feet Take Me	At the Zoo	Going on a journey	Up in Flames	United Kingdom	Great Explorers.
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.						
To 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						
Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life						
To recall and study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]						
To study 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]						
To study significant historical events, people and places in their own locality						

Lower Key Stage 2

National Curriculum Objective	Hidden Depths	A Wave of Change	Voyage of Discovery	Exploring an ancient society	Developing an Empire	Discovering Deva
To 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	✔	✔			✔	✔
To 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			✔	✔	✔	
To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'			✔	✔	✔	✔
To 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 to create their own structured accounts, including written narratives and analysis	✔	✔	✔	✔	✔	✔
To 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	✔	✔	✔	✔	✔	✔
To 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	✔	✔	✔	✔	✔	✔
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study			✔	✔		
Note connections, contrasts and trends over time and develop the appropriate use of historical terms	✔	✔	✔	✔	✔	✔
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	✔	✔	✔	✔	✔	✔
To recognise and comment upon changes in Britain from the Stone Age to the Iron Age	✔	✔				
Gain an understanding of the Roman Empire and its impact on Britain					✔	✔
A local history study						✔
The achievements of the earliest civilizations	✔	✔	✔	✔		
A study of Greek life and achievements and their influence on the western world				✔		

Upper Key Stage 2

National Curriculum Objective	Across the Atlantic	Invaders and Settlers	Land and Lakes	Wars through time	Conflict and Resolution and exploring America	Our Changing Lives
To 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						
To 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						
To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'						
To 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 to create their own structured accounts, including written narratives and analysis						
To 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						
To 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						
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study						
Note connections, contrasts and trends over time and develop the appropriate use of historical terms						
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						
To recognise and comment upon changes in Britain from the Stone Age to the Iron Age						
Gain an understanding of the Roman Empire and its impact on Britain						
A local history study						
The achievements of the earliest civilizations						
A study of Greek life and achievements and their influence on the western world						
A non-European society that provides contrasts with British history.						