



ALEXANDER HOSEA PRIMARY SCHOOL

'Roots to grow wings to fly'

Key skills

Developed knowledge of chronology
 Significant events in Britain's history

History Non-negotiables

History skills should be taught when linked to projects where possible to ensure real world application.

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological events	Put significant events in their lives in order. Begin to understand past and present.	Put things in order significant to themselves.	Put things in order within the topic.	Order events over a larger timescale.	Beginning to think about the impact of historical events/people.	Shows some understanding and talks with some clarity about the impact of historical events. Centuries	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. Decade.
Use of sources	Ask questions to find out more about people or	People, photographs, personal opinions and	Offers opinions and facts with some	Distinguishing between fact and opinions and given	Understanding the difference between primary and	Use a variety of reliable sources to gain a deeper	Understand the methods of historical enquiry,

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	<p>photographs.</p> <p>Say own opinions and ideas.</p>	facts,	reasoning.	reasons.	secondary sources.	understanding of Compare historical sources and suggest the validity of these. subject.	including how it is used to make historical claims.
Historical enquiry	Ask questions to find out more information.	Who? Where? When? Why?	Answer simple questions relating to the topic.	Children pose own questions to gain an understanding of the topic.	Generate purposeful questions.	Begin to use questions to understand significant events.	Identify significant events, make connections, draw contrast and analyse trends
Analyse and evaluate the impact of significant people/events in history.	Begin to talk about why something has happened showing their own understanding.	To talk simply about why something happened.	Explore a particular event and how it affected people at the time.	Order events over a larger timescale.	Beginning to think about the impact of historical events/people.	Shows some understanding and talks with some clarity about the impact of historical events.	Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Vocabulary	Past, present, future. Use and understand meanings of words related	Past, present, future. Language specific to the topic (e.g. mummified).	Past, present, future. Language specific to topic (e.g.				

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	to topic.		mummified)				

Historical timeline:

FS: events within living memory- the place where I live.

KS1: Changes within living memory. Events from the past centuries e.g. The Great Fire of London, The First Airplane Flight (nationally or globally), significant individuals from the past to compare life in different periods e.g. Kings and Queens, Explorers e.g. Christopher Columbus, Neil Armstrong. Florence Nightingale, Mary Seacole, Rosa Parks. Historical events, people and places in their locality e.g. the history of Wickwar, Yate and surrounding area, Famous historic people from the wider Bristol/South West locality e.g John Cabot, Isambard Kingdom Brunel, Thomas Chatterton, Robert Southey, Alexander Hosea (**at least one local topic to be covered each year in every year group**).

LKS2;

Britain stone age to iron age/ Celts e.g. Early hunter-gatherer's, early farmers, bronze age, iron age,

Local history study

Ancient Greece e.g. a study of achievements and their influence on the western world.

Ancient Egyptians

UPKS2:

Study an aspect/theme in British history that extends pupils chronological knowledge beyond 1066 E.G Home Front WW2, life in the trenches, monks.

Non-European society to provide contrasts e.g. *Mayan Civilization, African civilizations, Aztecs*

The Roman Empire and its impact on Britain e.g. *Culture and beliefs, roman inventions, Boudica, Julius Caesar etc.*

Anglo-Saxon and Viking invasion and the impact on Britain.