

History Coverage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics covered (and links to History)		<p>My Melton (History of Melton)</p> <p>Circle of Life (Nurses in the past)</p> <p>Being Green</p> <p>Explorers (Columbus, Shackleton)</p> <p>Transport (History of transport)</p> <p>London (History of London, Great Fire of London)</p>		<p>What lies beneath (Stone Age)</p> <p>Wet and Wild (Mayans)</p> <p>Exploration (Ancient Egypt)</p> <p>Invaders (Romans, Anglo-Saxons, Vikings)</p> <p>Natural Hazards (Pompeii)</p> <p>Human Body (Historical advances in medicine and understanding of the body)</p>		<p>War and Peace (WW2)</p> <p>Wild (Evolution)</p> <p>Our Future (environmental issues)</p> <p>Ancient Greece</p> <p>Space (History of space exploration)</p> <p>Changing Britain (Changes to law brought about by Magna Carta; changes to religion brought about by Tudors; industrial, scientific and cultural changes brought about by Victorians; recent technological changes)</p>	

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Suggested Significant individuals	<ul style="list-style-type: none"> Guy Fawkes Beatrix Potter Jesus 	<p>Circle of Life: Mary Seacole, Florence Nightingale, Elizabeth Garrett Anderson</p> <p>Explorers: Columbus, Shackleton</p> <p>Transport: Bessie Coleman (Flight), Amelia Earhart (Flight), Wright Brothers (Aeroplane), Montgolfier Brothers (Hot air balloon), Clement Ader (Aeroplane)</p> <p>London: Pepys (Great Fire of London)</p>		<p>Ancient Egypt: Tutankhamun, Cleopatra</p> <p>Romans: Boudicca (Queen of Iceni), Caesar (Roman general), Pliny (link to Natural Hazards – Pompeii), Nero (Roman Emperor), Augustus (first Roman Emperor)</p> <p>Anglo-Saxons: Alfred the Great</p> <p>Vikings: Leif Erikson, Erik the Red, Eric Bloodaxe</p> <p>Natural Hazards: Pliny (Pompeii), Chang Heng (Seismograph)</p> <p>Human Body: Andreas Vesalius (Anatomy), Leonardo da Vinci (Anatomy), Sushruta (Surgery), Charles Drew (Blood banks), Wilhelm Conrad Rontgen (X-rays), Hiram Winnett Orr (Plaster casts)</p>		<p>War and Peace: Neville Chamberlain, Winston Churchill, Adolf Hitler, Anne Frank, Franklin Roosevelt, Joseph Stalin</p> <p>Wild: Darwin</p> <p>Ancient Greece: Archimedes (pulley, lever, catapult, cog, Archimedes screw)</p> <p>Space: Mae Jemison (space travel), Neil Armstrong, Yuri Gagarin (first human in space)</p> <p>Changing Britain: Henry VIII and his wives, Thomas Edison (lightbulb), Dr Barnardo, Queen Victoria, Tim Berners-Lee (WWW), Steve Jobs (Apple), Richard Arkwright (Industrial revolution), Dr Hugh Diamond (study of mentally-ill patients at Suffolk County Asylum for Pauper Lunatics – link to Melton), Edwin Lankester (link between clean water and reduction in Cholera, issuing medical certificates – link to Melton)</p>	

History Progression

Each year group builds on the knowledge and skills from prior year groups. These are not learning objectives but rather serve to guide teachers in the knowledge and skills introduced in each year group.

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Chronological understanding and vocabulary	<p>Talk about past and present events in my own life and in the lives of those close to me.</p> <p>Understand and use vocabulary such as: yesterday, last week, at the weekend, this morning, last night</p>	<p>Talk about changes that have happened since I was born.</p> <p>Talk about how things have changed since my parents or grandparents were children.</p> <p>Sequence photos from different periods of my life.</p> <p>Understand and use vocabulary such as: in order, a long time ago, recently, when my parents/carers/grandparents were children, in the... times</p>	<p>Place events in order on a timeline.</p> <p>Use dates to talk about people or events from the past.</p> <p>Understand and use vocabulary such as: years, decades, centuries, in my lifetime, in my parents' / carers' lifetime, modern, old-fashioned, long term, short term, timeline, time scale, in the.... period</p>	<p>Understand timelines can be divided into BC and AD.</p> <p>Place events and artefacts in order on a timeline.</p> <p>Understand and use appropriate historical vocabulary to communicate. New vocabulary introduced: dates, BC, AD, time period, change, ancient</p>	<p>Name and place dates of significant events of the period on a timeline.</p> <p>Place topics on a timeline showing understanding of BC and AD.</p> <p>Understand and use appropriate historical vocabulary to communicate. New vocabulary introduced: era, chronology</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Understand and use appropriate historical vocabulary to communicate. New vocabulary introduced: continuity, legacy, Industrial Revolution, Empire.</p>	<p>Use timelines to place events and periods from around the world.</p> <p>Use timelines to demonstrate changes and development in one key area (e.g. religion, technology or culture).</p> <p>Understand and use appropriate historical vocabulary to communicate.</p>

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Sources	Look at photos and stories.	<p>Listen to eye-witness accounts (e.g. from grandparents) and ask questions.</p> <p>Look at historical photographs to find out about the past.</p>	<p>Look at historical artefacts, diaries and paintings to find information about the past.</p> <p>Compare pictures or photographs.</p> <p>Ask questions about the source material.</p>	<p>Look at historical sources from the natural environment (e.g. cave painting / Stonehenge).</p> <p>Compare different versions of the same story.</p> <p>Understand the difference between fact and opinion.</p>	<p>Understand the difference between primary and secondary sources.</p> <p>Ask questions of the source material and suggest sources of evidence from a selection provided to help answer questions.</p>	<p>Consider the reliability of sources.</p> <p>Understand bias and propaganda.</p> <p>Compare accounts of events from different sources.</p> <p>Offer some reasons for different versions of events.</p>	<p>Evaluate the usefulness and accuracy of different sources, taking into consideration bias, propaganda and opinion.</p> <p>Form own opinions about historical events from a range of sources.</p> <p>Select the most appropriate source material, using primary and secondary, for a particular task.</p> <p>Consider ways of checking the accuracy of interpretations.</p>

MELTON PRIMARY

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge and understanding	<p>Talk about some events or people from the past.</p> <p>Think about what is the same and what is different.</p>	<p>Tell the difference between past and present in their own lives and other people's lives.</p> <p>Begin to identify and recount some details from past events or significant individuals with the support of pictures and stories.</p>	<p>Recount main events and significant individuals from a significant time in history.</p> <p>Describe the causes of an historical event and what the consequences were.</p>	<p>Describe the characteristic features of the period (for example, the houses and settlements, way of life, people's beliefs and attitudes and differences between rich and poor.)</p> <p>Suggest reasons for the differences between time periods.</p>	<p>Describe features of past time periods and the impact they have had on life today.</p> <p>Discuss differences between past beliefs and attitudes and give reasons for these differences.</p>	<p>Give causes and consequences of the main events and changes in the period studied.</p> <p>Identify changes and continuity within and across the time periods studied.</p> <p>Describe historical events studied in detail.</p> <p>Compare, contrast and make connections between different time periods studied and the modern day.</p>	<p>Identify how aspects of life changed during a time period and give reasons why, backing it up with evidence.</p> <p>Describe how some changes impacted both on subsequent periods and on today's society.</p> <p>Form own opinions about historical events from a range of sources.</p>
Links to local area		<p>Talk about some local individuals from the past who have had an impact nationally or internationally (e.g. Elizabeth Garrett Anderson)</p>		<p>Identify the impact of local discoveries from the past on our understanding of the time period studied (Sutton Hoo)</p> <p>Understand Melton's long history and know that it was included in the Domesday Book</p>		<p>Identify the impact of a significant national event or time period on our locality (Melton in WW2)</p> <p>Identify some individuals from the past who have had an impact nationally or internationally (e.g. Dr Hugh Diamond, Edwin Lankester)</p> <p>Discuss changing views to medical care, using links from the local area (e.g. Suffolk County Asylum for Pauper Lunatics)</p>	

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Communication	Share what they know through conversation, drawings and role play.	Share their knowledge through drama. Use simple ways of recording their learning about the past such as through labelling pictures or photographs or a simple, focussed writing task.	Use fiction or non-fiction writing to share knowledge of a time period studied. Include simple facts and historical vocabulary.	Use appropriate historical vocabulary to share knowledge and understanding. Use a range of ways to communicate and organise what they know about the past (such as drama, models, and various genres of writing e.g. letters, recounts, poems, adverts, diaries, posters and guides).	Construct their own responses, beginning to select and organise relevant historical information.	Begin to use abstract historical terms when talking and writing. Present, communicate and organise ideas about the past using detailed discussion and debates and different genres of writing. Provide accounts of historical events based upon more than one source.	Bring together knowledge gathered from a range of sources into a fluent account, using historically accurate dates and terminology. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Plan and present a self-directed project about the period studied.