

Understanding the World



History Curriculum Ladder

The National Curriculum for History aims to ensure that all pupils:

Understanding the World involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary

will support later reading comprehension.

- children to make sense of their physical world a) 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; how Britain has influenced and been influenced by the wider world
 - b) 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
 - c) gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and peasantry'
- to a broad selection of our culturally, socially, d) 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 technologically and ecologically diverse world. structured accounts, including written narratives and analyses.

Teaching the national curriculum aims to equip children to become competent in historical skills needed to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Breadth of Study									
Foundation	Year 1	Year 2	Year 3 Year 4 Year 5 Year 6						
SF for Early Years and Foundation Stage	National Curriculum Programme of Study								
Understanding the world Past and Present	Pupils should be taught about:		Pupils should be taught about:						
Talk about the lives of the people around their roles in society;	changes within living memory. Where appraspects of change in national life	opriate, these should be used to reveal	changes in Britain from the Stone Age to the Iron Age, the Roman Empire and it's impact on Britain						
Know some similarities and differences between things in the past and now, drawing	events beyond living memory that are significant nationally or globally Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor								
on their experiences and what has been read in class;	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								
Understand the past through settings, characters and events encountered in books	significant historical events, people and pla	ces in their own locality.	the achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and an in-depth study of one of them. Ancient Greece - a study of Greek life and achievements and their influence on the western world						
read in class and storytelling.		a non-European society that provides contrasts with British history - one study chosen from; early Islamic civilisation, Mayan civilisation c AD900, Benin c AD 900-1300							
Chronological understanding									
Foundation	Voor 1	Voor 2	Voor 3	Voor /	Voor 5	Voor 6			

			Chronological understanding	g		
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some things that happened to me in	Sequence some events or related objects	Order three or more people, events or	Place events, artefacts, historical figures	Understand the concept of change over	Use timelines to place and sequence local,	Use timelines to place events, periods and
the past.	(artefacts) in chronological order	artefacts e.g. photographs using a given	on a directed timeline using dates.	time, representing this, along with	national and international events.	cultural movements from around the
		scale.		evidence, on a timeline.	Sequence historical periods.	world.
Talk about past and present events in their	Use common words and phrases relating	Use dates where appropriate	Understand that timeline can be divided	Name and place dates of significant events	Explain the concepts of continuity and	Place period of study on a time line in
own lives and in lives of family members	to the passing of time e.g. old, new, young,		into BC and AD.	from past on a timeline	change over time, representing them along	relation to concurrent periods of history
	days, months, today, yesterday, tomorrow				with evidence, on a timeline.	around the world.
Use every day language related to time e.g.	Recount parts of stories and memories	Describe memories of key events in lives	Use historical vocabulary e.g. century,	Use historical vocabulary e.g. century,	Describe events using historical vocabulary	Divide recent history into present, using
old, new, young, days, today, yesterday,	about the past	using common words and phrases related	decade to describe events.	decade, BC, AD, BCE, CE after, before,	e.g. century, decade, BC, AD, BCE, CE,	21 st century, and the past using 19 th and
tomorrow		to the passing of time.		during.	after, before, during, Tudors, Stuarts, era,	20 th centuries.
Order and sequence familiar events.	Identify changes in own life over time	Use simple historical vocabulary e.g.		Note connections, contrasts and trends	Identifies changes within and across	Use timelines to describe changes and
		recently, before, after, now, later, past,		over time.	historical periods.	developments in culture, technology,
		present				religion and society.
	Know some things that happened to other	Identify similarities and differences			Use dates and terms accurately in	Use key periods as reference points e.g.
	people in the past.	between periods			describing events.	BC, AD Romans, Anglo-Saxons, Tudors,
						Stuarts, Georgians, Victorians and Today.
		Recount changes that have occurred in			Describe main changes in a period in	Describe main changes in a period in
		their own lives			history using historical vocabulary such as:	history using historical vocabulary such as:
					social, religious, political, technological and	social, religious, political, technological and
					cultural.	cultural.
						Identify periods of rapid change in history
						and contrast them with times of relatively
						little change.
						Recall the date of any significant event
						studied from past and place it correctly on
						a timeline.

		Knowledge and und	lerstanding of past events,	people and change		
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With my teacher, find out some facts about	Tell the difference between past and	Use information to describe historical	Use evidence to describe past e.g. Houses	Identify key features, ideas, beliefs,	Identify some social, cultural, religious and	Choose reliable sources of factual evidence
people long ago (before living memory.)	present in own and other people's lives	events	and settlements, culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, things of importance to people Differences between lives of rich and poor		in Britain and wider world.	to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.
With my teacher, find out some facts about events that happened long ago. (Before living memory)	Identify changes within living memory.	Use information to describe differences between ways of life then and now.	Compare with our lives today		Give a broad overview of life in Britain and some major events from the rest of the world.	Identify how any of above may have changed during a time period.
Talk about why people may have acted as they did.	Describe the lives of significant individuals who contributed to national and international achievements.	Recount main points from a significant event in history.	Use evidence to find out how any of these may have changed during a time period.	Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.		Give own reasons why changes may have occurred, backed up with evidence.
	Identify similarities and differences between the ways of life now and in the past.	Uses evidence to explain reasons why people in past acted as they did. Recognise why people did things, why events happened and what happened as a result.	Show changes on a timeline	events/people affect life today.	Give some causes and consequences of past events, situations and changes in the periods studied and the impact on people.	Show identified changes on a timeline.
	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Describe similarities and differences between people, events and objects	Identify reasons for and results of peoples actions.	Identify changes and links within and across the time periods studied through school.	Describe similarities and differences between some people, events and objects studied.
			Understand why people may have wanted to do something	·	Compare an aspect of life with the same aspect in another period	Explain a past event in terms of cause and effect using evidence to support their explanation.
			Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe changes that have happened in			Describe how some changes affect life today. Make links between some features of past
			the locality of the school throughout history.			societies. Compare some of the times studied with those of other areas of interest around the
						world Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.
			Historical Interpretation			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With my teacher, look at books to help me find out about the past.	Begin to identify and recount some details from the past from sources e.g. pictures, stories	witness accounts, photos, artefacts, buildings and visits, internet).	Describe different accounts and/or sources of a historical event, explain some reasons why the accounts may differ.	1	View different versions of the same event and identify differences in the accounts.	Understand that the past has been represented in different ways.
Listen to stories about the past	fiction.	Understand why some people in the past did things.	Look at 2 versions of same event and identify differences in the accounts.	, in the second	Give clear reasons why there may be different accounts of history.	Suggest accurate and plausible reasons for how/why aspects of the past have been represented/interpreted in different ways.
own lives and in the lives of family members and know that other children may celebrate			Identify and give reasons for different ways in which the past is represented.		Explain that people (now and in past) can represent events or ideas in ways that persuade others	Know and understand that some evidence is propaganda, opinion or misinformation and this affects interpretations of history.
the same events in different ways. Begin to compare the similarities and differences.		Compare pictures or photographs of people or events in the past.	Look at representations /sources of the period i.e. museum, cartoons etc.	1 '	Demonstrate an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Be aware that different evidence will lead to different conclusions
		Discuss reliability of photos, accounts or stories.			Understand that no single source of evidence gives the full answer to questions about the past.	Link sources and work out how conclusions were arrived at
						Consider ways of checking accuracy of interpretations, fact, fiction or opinion.
						Confidently use the library and internet for research.

			Historical Enquiry			
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
_	(e.g. pictures, stories)		Use printed sources, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past, in order to gain a more accurate understanding of history.	Demonstrate the difference between primary and secondary sources of evidence.	1	Identify and use a range of primary and secondary sources of information and artefacts.
Answer questions about events, using 'before' and 'after' to describe when something happened.	questions about the past	Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'	Ask questions such as 'how did people? What did people do for?'	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Ask a range of questions about the past.	Evaluate the usefulness and accurateness of different sources of evidence.
Look at objects from the past and discuss, "What were they used for?" and try to answer.	Ask questions such as: What was it like for people? What happened? How long ago?		Suggest sources of evidence to use to help answer questions (historical enquiries).	Ask a variety of questions such as 'what was it like for a during?'	Choose reliable sources of evidence to answer questions, giving reasons for choices.	Select the most appropriate source of evidence for particular tasks.
Look at pictures from the past and discuss, "What were people doing?"	find out about the past.	online sources and databases to find out	Suggest causes and consequences of some of the main events and changes in history.	Suggest sources of evidence from a selection provided to use to help answer questions and to build up a picture of a past event or an aspect of life in the past.	Explain why that there is often not a single answer to historical questions.	Form own opinion about historical events from a range of sources.
						Use sources of information to form testable hypotheses about the past.
			Observe small details in a range of artefacts including photographs.			Seek out and analyse a wide range of evidence in order to justify claims abouthe past.
		Historia	cal organisation and communi	ication		
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sort events or objects into groups (then and now.)	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	Describe objects, people and events.	Present findings about past using speaking, writing, computing and drawing skills	Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills	Recall, select and organise historical information.	Select and organise information to produce structured work making appropriate use of dates and terms.
Say when my birthday is.		Write own date of birth.	Use dates and terms with increasing accuracy.	Use dates and terms correctly.	Communicate historical knowledge and understanding by presenting structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.	Present information in an organised and
Use simple time lines to order events or objects.		Write simple stories and recounts about the past.	Discuss different ways of presenting information for different purposes.	Discuss most appropriate way to present information, realising that it is for an audience.	•	Make use of different ways of presenting information.
Tell stories about the past (sometimes using role-play.)	talk and communicate about the past.	Draw labelled diagrams and write about them to tell others about people, events and objects from the past.		Use subject specific words such as monarch, settlement, invader.	Choose most appropriate way to present information to an audience	Present information in the most appropriate way (e.g. written explanation / tables and charts /
Draw pictures and write about them to tell others' about the past.						Make accurate use of specific dates and terms.
			Historical Concepts			
	Show	an understanding of historical conc	<u> </u>	tions, draw contrasts and analyse tr	ends	

Historical Vocabulary						
Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
calendar	ancient	America	A.D (Anno Domini)	Interval	A.D (Anno Domini)	20th century
<u>clue</u> dav	artefact because	anachronism artefact	Interval Ancient Rome	A.D (Anno Domini) achievements	agriculture anachronism	A.D (Anno Domini) alliance
grand parent	camera	Atlantic Ocean	Ancient/Modern	anachronism	Ancient Greece	anachronism
great grand parent	century	Australia	archaeologist	Ancient Egypt	archaeologist	Ancient civilisations
lifetime long ago	date order decade	brave chronological order	archaeology army/soldiers	archaeologist archaeology	archaeology B.C (Before Christ)	Ancient Egyptians Ancient Greece
materials	detective	danger	B.C (Before Christ)	Athens	B.C.E (Before the Common Era)	archaeologist /archaeology
memory	different	danger	B.C.E (Before the Common Era)	B.C (Before Christ)	C.E (The Common Era)	astrology
month	drawing	detective	Boudicca	B.C.E (Before the Common Era)	cause/s	astronomy
new/recent old	grandparents' time homes	diary encounter	Britons Bronze Age	C.E (The Common Era) cause/s	Celts change	attitudes B.C (Before Christ)
parent	houses	era/period	C.E (The Common Era)	Celts	chronological order	B.C.E (Before the Common Er
plastic	important	evidence	Caesar	Century	Common Era)	biased
remember	inventions	experts	Celts	change	concurrence	Blitz
the future the past	living memory Iong ago	explorers historians	<u>Century</u> change	Christianity chronological order	consequences continuity	C.E (The Common Era) cause/s
the present	materials	impact	chronological order	Chronology	could have been	Central America
today	mechanical	investigate	Chronology	civilisation	Danegeld	change
tomorrow	memories	letters	civilisation	concurrence	different experiences	chronological order
week What?	modern opinion	Lincoln Cathedral memorial	<u>colony</u> conquest	consequences continuity	divorce effects	city-state codex
Who?	photograph	newspapers	continuity	conversion	epidemics	consequences
yesterday	plastic	opinion	could be	culture	era/period	continuity
	remembers	Parliament	Dates	Dates	execution	could have been
	similar simple	pioneer rescue	<u>Duration</u> effects	democracy Duration	extent of change extent of continuity	culture democracy
	The Great Fire of London	research	Emperor	effects	eye witness	defilicacy different experiences
	the older generation	Samuel Pepys	empire	Egyptians	fertile	diversity
	timeline	secret	era/period	empire	first civilisations	effects
	toys What?	significant	first hand evidence	era/period first hand evidence	flood historian	empire era/period
	What?	space St Paul's Cathedral	gods/goddesses hill forts	historian	however	excavate
	Where?	storm	hunter-gatherer	impact	impact	extent of change
	wood	survive	impact	infer	impression	extent of continuity
	year	Tower of London	importance	invasion	infer	eye witness
	A long time ago week ago	travel websites	<u>invasion</u> invention	invasions Iron Age	interval Iron Age	historian Home Front
	After	What?	Iron Age	kingdoms	legacy	Houses of Parliament
	Before	When?	legacy	legacy	legislation	I can infer that
	Further in the past	Where?	millennium	Middle Ages	male heir	impact
	Last month Living memory	Why? A long time ago	museum myths and legends	migration millennium	may be Mexico	impression Iron Age
	Next	A week ago	Neolithic	My conclusion is that	Middle Ages	legacy
	Recent memory	After	nomad/nomadic	myths and legends	might have been	may be
	Recently	Before Further in the past	oral history	Period of history	millennium	might have been
	Then Yesterday	Further in the past Last month	outpost perhaps	Pharaoh Prehistory	monarchy monasteries	millennium mistake
	When my parents/carers were children	Living memory	Period of history	raids	My conclusion is that	morale
		Next	Prehistory	reputation	nation	motive
		Recent memory Recently	reason	resistance River Nile	North Africa	My conclusion is that one sided
		Then	religion republic	Roman withdrawal	on one hand primary evidence	Parliament
		When my parents/carers were children	resistance	second hand evidence	pyramid	pok-ol-pok
		Years, decades, centuries to describe the	revolt	Sequence	reliable	primary evidence
		passing of time	Romans second hand evidence	settlements settlers	Roman Catholic	propaganda
		Yesterday	Sequence	Sparta	secondary evidence significance	recruit reliability
			significance	Stone Age	slums	reliable
		<u> </u>	Skara Brae	suggest	Stone Age	represent
		-	sources spirits	The Ancient Greeks The Dark Ages	suggest The Ancient Greeks	Secondary evidence significance
		<u> </u>	Stone Age	The Saxons	The Ancient Maya	stereotype
			Stonehenge	The Vikings	The Nile	suffrage
			this suggests	thousands of years	The Vikings	The Ancient Greeks
		⊢	thousands of years Time period	trade Tutankhamun	this source doesn't show that this source suggests that	The Dark Ages The Industrial Revolution
			Monarchy	Monarchy	thousands of years	the purpose
			Parliament	Parliament	to weigh up both sides	the source omits to mention
			Democracy	Democracy	tomb	The Victorians
			War and peace Social class	War and peace Social class	turning point Monarchy	this source doesn't show that this source suggests that
		⊢	Migration	Migration	Parliament	thousands of years
			Continuity and change	Continuity and change	Democracy	traditional view
			Similarity and difference	Similarity and difference	War and peace	trench war
		L	Significance	Significance	Social class Migration	variety of sources
					Migration Continuity and change	vote World War I
					Similarity and difference	World War II
					Significance	Monarchy
						Parliament
						Democracy War and peace

War and peace
Social class
Migration
Continuity and change
Similarity and difference
Significance