

History at Eversley

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt.



At Eversley Primary School we promote positive attitudes and enthusiasm for History by firing pupil's curiosity about the past in Britain and the wider world. We ensure children understand how the past influences the present and what past societies were like. Our aim is for all children to leave Eversley Primary School with a range of knowledge, skills and abilities, using historical terms to explain about the past and making comparisons to the present day.

Each study will be centred around a Big Question which will challenge children to use their skills, knowledge and understanding to freely answer the question to make judgements of their own with evidence that they have learnt. A local history study will give children an appreciation for where they live and see how the past has influenced the present.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
<p>EYFS Children will: 40 – 60 months PSED – Beginning to be able to negotiate and solve problems without aggression. C&L - use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Maths - Use everyday language related to time. Orders and sequences familiar events. Measure short periods of time in simple ways. Early Learning Goal - Children use everyday language to talk about time. UW - Look closely at similarities, differences, patterns and change. Early Learning Goal - Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>												
<p>EYFS</p> <table border="1"> <tr> <td>Remembering nursery and things they did. Recognise the difference between the past and present in their own lives.</td> <td>Looking at changes from then to now. Discussing pictures e.g. baby/child/young person/old person</td> </tr> <tr> <td>Describing events that have happened in their own lives.</td> <td>Child initiated themes – History may appear in all themes as teachers teach according to children's interests: e.g. if a child is particularly interested in buses and transport that will be taken up as a particular theme.</td> </tr> <tr> <td>Remembrance Day. Bonfire Night</td> <td></td> </tr> </table>							Remembering nursery and things they did. Recognise the difference between the past and present in their own lives.	Looking at changes from then to now. Discussing pictures e.g. baby/child/young person/old person	Describing events that have happened in their own lives.	Child initiated themes – History may appear in all themes as teachers teach according to children's interests: e.g. if a child is particularly interested in buses and transport that will be taken up as a particular theme.	Remembrance Day. Bonfire Night	
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<p>KS1 National Curriculum: Pupils should be taught changes within living memory, events beyond living memory that are significant nationally or globally, the lives of significant individuals in the past who have contributed to national and international achievements, significant historical events, people and places in their own locality.</p>												
Year 1	<p>All About Me Pupils begin to understand the passing of time linked to their own experiences.</p>	<p>Study of Queen Victoria. The lives of significant individuals who have contributed to national and international achievements -</p>	<p>Study of William Caxton and Neil Armstrong. The lives of significant individuals who have contributed to national and international achievements -</p>									

	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><i>What is the same and different (linked to personal experiences)?</i></p> <p><i>How can we find out about the past?</i></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Recount changes that have occurred in one's own life. • Label timelines with words or phrases such as; past, present, older and newer. • Know and recount episodes from stories about the past • Describe historical events <p>Local history study - Significant historical events, people and places in their own locality.</p>	<p><i>Legacy and impact of their lives on the world today</i></p> <p>Investigate old and new toys.</p> <ul style="list-style-type: none"> • Ask questions such as: What happened? How long ago? What was it like for people? • Use artefacts, pictures and stories to find out about the past. • Sequence events or objects in chronological order • Recognise the difference between past and present in their own and others lives • Describe memories of key events in lives 	<p><i>Legacy and impact of their lives on the world today</i></p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Recount changes that have occurred in one's own life. • Label timelines with words or phrases such as; past, present, older and newer. • Know and recount episodes from stories about the past • Describe historical events
<p>Year 2</p>	<p>Study of The Great Fire of London. Events beyond living memory that are significant nationally or globally. To place events and artefacts in order on a timeline (using dates where appropriate)</p> <ul style="list-style-type: none"> • Compare 2 versions of a past event, compare pictures or photographs of people or events in the past • Use as source - observe or handle sources to answer questions about the past on the bases of simple observations • Describe historical events. 	<p>Local history study - Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries • Describe changes that have happened in the locality of the school throughout history. • Use dates and terms to describe events. 	<p>Study of</p> <ul style="list-style-type: none"> -The first printing press -The first moon landing. <p>Events beyond living memory that are significant nationally or globally.</p> <ul style="list-style-type: none"> • Ask questions such as: What happened? How long ago? What was it like for people? • Use artefacts, pictures and stories to find out about the past. • Sequence events or objects in chronological order

	<ul style="list-style-type: none"> • Identify some of the different ways the past has been represented <p>Study of Florence Nightingale and Mary Seacole.</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. • Recognise and explain that there are reasons why people in the past acted like they did and what happened as a result • Questions and find answers about the past • Label timelines with an increasingly broader vocabulary of everyday historical terms • Identify differences between ways of life at different times 		<ul style="list-style-type: none"> • Recognise the difference between past and present in their own and others lives • Describe memories of key events in lives
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KS2 National Curriculum: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Pupils should be taught about changes in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, 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 and a local history study, a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066, the achievements of the earliest civilizations, Ancient Greece and a non-European society that provides contrasts with British history.

Year 3	<p>Study of Ancient Egypt.</p> <p>The achievements of the earliest civilisations- an overview of where and when the first civilisations appeared.</p> <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. e.g. library and internet 	<p>Local history study</p> <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries • Describe changes that have happened in the locality of the school throughout history. 	<p>Study of</p> <ul style="list-style-type: none"> -The Stone Age -The Bronze Age -The Iron Age. <p>Changes in British history from Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period. Observe small details- artefacts, pictures. • Begin to use the library and internet to research.
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Year 4	<p>Study of The Roman Empire The Roman Empire and its impact on Britain</p> <p>Local history study Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about that past. • Use the library and internet for research with increasing confidence. • Compare accounts of events from different sources - fact or fiction. Offer some reasons for different versions of events. • Describe the social, ethnic, cultural or religious diversity of past society. • Study different aspects of different people - rich and poor. 	<p>Study of -The Anglo Saxons Britain's settlements by Anglo Saxons and Scots.</p> <ul style="list-style-type: none"> • Analyse a wide range of evidence to justify claims about the past. • Use dates and terms accurately in describing events. • Describe the main changes in a period of history (social, religious, political, technological and cultural). • Examine causes and results of great events and the impact on people. • Place current study on timeline in relation to other studies. • Know and sequence key events of time studies using relevant terms and period labels. 	<p>Study of -The Vikings</p> <ul style="list-style-type: none"> • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Different 'English' kingdoms, King Alfred of the kingdom of Wessex, Viking navigation, Scandinavian settlements, Viking links to the rest of the world – Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted in diverse cultures. <p>How did the Vikings change England?</p>
Year 5	<p>Study of -The Ancient Greeks.</p> <p>A study of Greek life and achievements and their influences in the western world</p>	<p>Study of -The Ancient Maya.</p> <p>A non-European society that provides contrasts with British history</p>	

	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children(e.g. Spartans vs Athenians) <p>Local history study Significant historical events, people and places in their own locality.</p>	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. e.g. library and internet • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society.
Year 6	<p>Study of</p> <p>-World War II. A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied Sequence up to ten events on a timeline. • Compare beliefs and behaviour with another time studied • Identify periods of rapid change in history and contrast them with times of relatively little change. • Know key dates, characters and events of time studied <p>Local history study Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Use sources of information to form testable hypotheses about the past • Understand the concepts of continuity and change over time, representing them, along with evidence on a timeline. 	<p>Study of</p> <p>-The Trans-Atlantic Slave Trade. A non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use dates and terms to describe events • Select suitable sources of evidence giving reasons for choices • Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings • Bring knowledge gathered from several sources together in a fluent account