

National Curriculum - Statutory History Coverage

EYFS	Key Stage One	Key Stage Two
<p>Understanding the Word People and Communities 30-50 months</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are close to them • Remembers and talks about significant events in their own experiences • Recognises and describes special times or events for family or friends <p>40-60 months</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines <p>ELG Children talk about past and present events in their own lives and the lives of family members.</p> <p>Early Learning Goals (ELGs): Understanding the World - The World:</p> <ul style="list-style-type: none"> • Children talk about similarities and differences in relation to places, objects, materials and living things. • They talk about their own immediate environment and how environments may vary from one another. • They make observations and explain why some things occur, and talk about changes. <p>Understanding the World - People & Communities:</p> <ul style="list-style-type: none"> • Children talk about similarities and differences between themselves, others, their families, communities and traditions. <p>Understanding the World - Speaking:</p> <ul style="list-style-type: none"> • Children develop their own narratives and explanations by connecting ideas and events. 	<ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should 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. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented • Pupils should be taught changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • Pupils should be taught events beyond living memory that are significant nationally or globally • Pupils should be taught 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 • Pupils should be taught significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should 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. • Pupils should be taught about changes in Britain from the Stone Age to the Iron Age. • Pupils should be taught about the Roman Empire and its impact on Britain • Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots • Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Pupils should be taught a local history study • Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Pupils should be taught about Ancient Greece - a study of Greek life and achievements and their influence on the western world. • Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad, Mayan civilization, Benin (West Africa)

Historical Enquiry at Glynwood

EYFS	Key Stage One	Key Stage Two
<ul style="list-style-type: none">• History is covered throughout the year and is often taken from the children's interests or places they have visited.• Enhanced provision is planned within the EYFS classrooms to ensure the children have the opportunity to explore geographical resources such as globes, maps and images of their local area.• The children are asked age-related questions during their learning to help with their understanding.	<ul style="list-style-type: none">• In KS1, to encourage geographical enquiry and deeper thinking, we pose a main question to investigate.• The children must use the geographical skills, knowledge and vocabulary they are taught throughout the unit of work to find the answer to the main enquiry question.• Under skilful guidance, clear explanations, modelling, and scaffolding of learning, the children become successful geographers.	<ul style="list-style-type: none">• In KS2, an enquiry question is used to introduce new geographical focuses, excite our keen investigators and problem solvers.• These questions are posed to stimulate deeper thinking and to engage the children in a role as an expert geographer.• The children must use the geographical skills, knowledge and vocabulary they are taught to find the answer or solution to the enquiry question.• Under skilful guidance, clear explanations, modelling, and scaffolding of learning, the children become successful geographers.