



HISTORY

History at The Oaks encourages our children to develop their curiosity and fascination about the past. By understanding the past we gain a greater understanding of who we are and develop a broader knowledge of how we can impact our future. This supports our understanding of chronology, continuity and change, cause and consequence, and understanding sources of evidence. We aim to develop children's core disciplinary skills and knowledge, be curious, and make a difference.

HISTORY

Year	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
R	What lives in a garden?	Are all animals the same?	What makes a hero?	What is it like to live in a castle?	Why are plants important?	How do we keep our world healthy?
1	Local Area: Changes in living memory			Significant Figures		
2	Local Area: Chester Zoo			The Great Fire of London		
3	Stone Age to Iron Age			Ancient Egypt		
4	Ancient Greece			Roman Empire		
5	Kingdom of Benin			Anglo Saxons, Scots, and Vikings		
6	War in the early 20th Century			Local Area: Ellesmere Port in the 20th Century		

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

HISTORY

EYFS

R	What lives in a garden?	Are all animals the same?	What makes a hero?	What is it like to live in a castle?	Why are plants important?	How do we keep our world healthy?
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Disciplinary Knowledge: Reception

Chronology, knowledge and understanding of History

Sequence 3 familiar events or related objects Use time terms: now/then. old/new. today/yesterday. Day/month/year

Continuity and change

Begin to ask How? And Why? questions in response to things they are finding out.

Cause and consequence

Identify basic causes and consequences related to them.

Using and Understanding sources of evidence

Use images, stories and artifacts to help understand the past

Enquiry: EYFS

Begin to show my ideas, through: talk, drawing, role play and emergent writing

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

HISTORY: KS1

Substantive Knowledge

Prior knowledge AfL	Timeline and Major Events	People and Society	Location and Settlements	Culture	Trade	Food	Technology	Impact on Modern Day	Post Unit AfL
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<p>Disciplinary Knowledge: Year 1</p> <p><u>Chronology, knowledge and understanding of History</u> Sequence 3 events, photographs or objects onto a timeline. Use the words past and present; long long ago, long ago and now to compare different objects/ people/ events. Use past and present when describing events</p> <p><u>Continuity and change (between periods)</u> Talk about some similarities and differences between my life and people from the past.</p> <p><u>Cause and Consequence</u> Talk about why/ what/ how events happened.</p> <p><u>Using and Understanding interpretations and sources for evidence</u> Use photographs, artifacts and books to answer questions about Historical events/people.</p>	<p>Disciplinary Knowledge: Year 2</p> <p><u>Chronology, knowledge and understanding of History</u> Include some detail when talking about events, people and themes from the past. Place events and people on a timeline. Begin to use important dates</p> <p><u>Continuity and change (between periods)</u> Point out some similarities and differences between aspects of life at different times in the past.</p> <p><u>Cause and Consequence</u> Pick out some reasons for and results of people's actions and events.</p> <p><u>Using and Understanding interpretations and sources for evidence</u> Compare different sources of evidence and point out some similarities and differences. Say which sources are most likely to be the most useful for a task.</p>
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<p>Enquiry: Year 1</p> <p>Talk about what I found out (Know more, remember more)</p>	<p>Enquiry: Year 2</p> <p>Provide reasons for what I think has happened. (Know more, remember more)</p>
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Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

HISTORY: Lower KS2

Substantive Knowledge

Prior knowledge AfL	Timeline and Major Events	People and Society	Location and Settlements	Culture	Trade	Food	Technology	Conflict	Impact on Modern Day	Post Unit AfL
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Disciplinary Knowledge: Year 3

Chronology, knowledge and understanding of History

BC means before Christ and is used for the years before 0.
 AD means Anno Domini and can be used to show years from the year 1 AD.
 Use dates to refer to the passing of time

Continuity and change (between periods)

Change is brought about by advancements eg. travel, trade, materials.
 Describe changes in the periods being studied against one other time period studied.

Cause and Consequence

Identify possible reasons for and results of people's actions To identify an event and suggest why it came about.

Using and Understanding interpretations and sources for evidence

Archaeological evidence can help us to find out about the past.
 Archeological evidence does not tell us all the answers or the emotions from the past.
 Make inferences and deductions from images of the past.
 Use primary and secondary sources Talk about the usefulness and accuracy of sources

Disciplinary Knowledge: Year 4

Chronology, knowledge and understanding of History

Use historical terms BC/AD accurately
 Place historical periods studied and information about my topic on a timeline.
 Make comparisons and connections between different periods studied.

Continuity and change (between periods)

Identify what the situation was like before the change occurred.
 Comparing different periods of History and identifying changes and continuity across a variety of previously taught periods.
 Offer reasons for changes and continuity in different periods

Cause and Consequence

Identify the consequences of events and the actions of people.
 Identify possible reasons for changes.

Using and Understanding interpretations and sources for evidence

Asking questions about the bias of historical evidence
 Use a range of sources to construct knowledge of the past.
 Extract appropriate information from historical sources.
 Interpret evidence in different ways.
 Make deductions from documents as well as concrete evidence eg pictures and artifacts

Enquiry: Year 3

Begin to make links between the children's lives today and the legacy of the historical period they are studying

Enquiry: Year 4

Reach conclusions that are substantiated by historical evidence
 Construct an answer using evidence to explain findings.

Substantive knowledge: I know that
Disciplinary knowledge: I know how to
Enquiry: I know why

HISTORY: Upper KS2

Substantive Knowledge

Prior knowledge AfL	Timeline and Major Events	People and Society	Location and Settlements	Culture	Trade	Food	Technology	Conflict	Impact on Modern Day	Post Unit AfL
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Disciplinary Knowledge: Year 5

Chronology, knowledge and understanding of History

Sequence events on a timeline, comparing where it fits in with previous studies.

Use relevant dates and terms eg. Era, Century, Decade

Begin to identify that a scale is needed for timelines BCE and CE are alternatives to BC and AD

Continuity and change (between periods)

Compare and make connections between different contexts in the past.

Make links between main events, similarities and changes within and across different time periods.

Explain the reasons for change and continuity using the vocabulary and terms of the period as well.

Analyse the reasons for changes and continuity.

Cause and Consequence

Give reasons for historical events, the results of historical events, situations and changes.

Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Explain the significance of events, people and developments.

Describe changes throughout time.

Using and Understanding interpretations and sources of evidence

Recognise primary and secondary sources.

Use a range of sources to find out about a particular aspect of the past.

Describe how secondary sources are influenced by beliefs, cultures and time period of the author.

Use a variety of sources to make inferences about a time period

Understand the more sources that there are, the more accurate the understanding of history.

Disciplinary Knowledge: Year 6

Chronology, knowledge and understanding of History

Sequence events, people and historical periods on a timeline comparing one with another.

Place historical periods studied and information about my topic on a timeline.

Correctly scale and draw a timeline to show a period of history and place the context on a timeline.

Be able to place BCE, BC, AD and CE dates in order

Continuity and change (between periods)

Compare and make connections between different contexts in the past.

Make links between events and changes within and across different time periods/societies.

Identify the reasons/key turning point for changes and continuity.

Describe links between main events, similarities and changes within and across different periods.

Analyse and present the reasons for continuity and change.

Cause and consequence

Describe how one event can have multiple consequences that can impact on many countries and civilizations.

Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.

Explain the significance of events, people and developments.

Describe changes over time and the impact of these over time.

Using and Understanding interpretations and sources of evidence

Use a range of primary and secondary sources to build a picture of the past.

Identify bias in a source Identify the value of the source to historical enquiry

Identify the limitations of sources.

Compare and contrast the same event from different sources.

Evaluate the usefulness of sources

Enquiry: Year 5

Make comparisons between different times in history, selecting relevant sections of information and including this in a written response.

Make my own conclusions from exploring primary and secondary sources and use this information to back up my thinking.

Enquiry: Year 6

Suggest explanations for different versions of events.

Identify how conclusions have been arrived at by linking sources.

Address and devise historically valid questions and use sources to conclude an answer to these.

Present an explanation of history from the sources.