

Sequence of knowledge and skills across the curriculum in History

Common themes across the history curriculum sequenced from EYFS and into KS3

Sequence of vocabulary

EYFS - Use vocabulary in context to describe past events such as; yesterday, last week, last night. Prepare for KS1 by using vocabulary associated with castles.

Key Stage 1 - Use common words and phrases and a wide vocabulary of everyday historical terms relating to the passing of time, in the past, years, decades, centuries ago, a long time ago.

Key Stage 2 - Use vocabulary specific to a period of history –iron age settlement, Holocaust in WW11. Use abstract vocabulary and terms such as, invasion, civilization, parliament, commonwealth. Understand and use vocabulary specific to a period in history and deploy abstract terms

Sequence of chronology

EYFS - Understand chronology in their own lives. Preserve memories by recording events in their own lives.

Key Stage 1 - Know where people and events they study fit within a chronological framework. Place medieval times, Conisbrough Castle, the 1600's, the Great Fire of London and Victorian times on a timeline of people and events within a chronological framework.

Key Stage 2 - Use previous knowledge to understand connections between local, regional, national and international history. Plot events and people onto increasingly sophisticated timelines and understand how they link in the chronology. Pupils will be well prepared to 'extend and deepen their chronologically secure knowledge and understanding of British, local and world history,' in Key Stage 3.

Sequence of learning to understand and use sources of information

EYFS -Remember and talk about significant events in their own experience. Record events in their own lives.

Key Stage 1 - Understand some of the ways in which we find out about the past including texts, internet, buildings and artefacts. Know and understand key features of events through knowledge gained from texts, artefacts, pictures, stories, the internet, visits to historical sites and expert visitors to the school. Identify different ways in which the past is represented

Key Stage 2 - Understand how and why claims can be made about the past through the use of historical enquiry and evidence. Use a range of sources to find out about the past such as; texts, artefacts, pictures, stories, the internet, visits to historical sites and expert visitors to the school.

Sequence of recording and writing in history

EYFS – Record and order events from their own lives.

Key Stage 1 – Show understanding of events in the past by writing about what happened using vocabulary learned to describe the past, recount visits to historical sites and record knowledge gained from a variety of historical sources in their own words.

Key Stage 2 - Write their own structured accounts, including narratives and analyses of past events using an increasingly precise and sophisticated vocabulary including abstract terms in context.

History	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> • Know that children and animals grow and change eg life cycles • Understand that they themselves are different to babies and can do more as they grow • Can talk about what they will do in the future as a grown up • Understand chronology in their own lives • Know that people lived and dressed differently in the past 	<ul style="list-style-type: none"> • Use vocabulary in context to describe past events such as; Once upon a time, yesterday, tomorrow, last week, weekend, last night, this morning, afternoon, evening • Know and use the days of the week • Learn and use vocabulary associated with castles and medieval life in small world play • Remember and talk about significant events in their own experience • Preserve memories by recording events in their own lives

End Point

Early Learning Goal – Pupils talk about past and present events in their own lives and in the lives of family members. Pupils will have a range of vocabulary to describe past events to prepare them for history learning in Key Stage 1

Year Y1 / Year 2	<ul style="list-style-type: none"> • Know where people and events they study fit within a chronological framework (Medieval times, Conisbrough Castle, the Great Fire of London, Samuel Pepys, William the Conqueror, Queen Victoria, Thomas Farrinor the baker. • Know where Medieval times, Conisbrough Castle, the Great Fire of London, Samuel Pepys, Queen Victoria, Thomas Farrinor, William the Conqueror fit chronologically on a timeline • Understand key features of events eg. The Great Fire of London • Understand some of the ways in which we find out about the past including texts, internet, buildings and artefacts • Know about changes within living memory and changes in national life including changes in own lives and families, and changes in the local area. • Know about events beyond living memory - the Great Fire of London, Queen Victoria, medieval times, Dinosaur era • Know and understand key features of events through knowledge gained from texts, artefacts, pictures, stories, visits to historical sites and expert visitors to the school • Know about the lives of people in medieval times, in Medieval times, the 1600's and Victorian times • Know about the lives of William the Conqueror, Samuel Pepys, Queen Victoria, Thomas Farrinor (Victorian baker) • Understand the impact Queen Victoria had on Education and access to schools and how education has changed. • Recognise there are reasons why people in the past acted as they did • Show an understanding of the monarchy in Britain 	<ul style="list-style-type: none"> • Use common words and phrases and a wide vocabulary of everyday historical terms relating to the passing of time, in the past, years, decades, centuries ago, a long time ago • identify similarities and differences between ways of life in Medeival times, London in the the 1600's and Victorian times • Place medieval times, Conisbrough Castle, the 1600's, the Great Fire of London and Victorian times on a timeline of people and events within a chronological framework • Use other sources such as texts, artefacts, pictures, stories, visits to historical sites and expert visitors to the school to find out about the past to show that they know and understand key features of events • Identify different ways in which the past is represented • Place events and artefacts accurately and in order on a time line
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Key Stage 1 End Point

Pupils will have an awareness of the past and will use common words and phrases relating to the passing of time appropriately. They will have knowledge and understanding of the lives of William the Conqueror, Samuel Pepys, Queen Victoria and Thomas Farrinor (Victorian baker). They will know about the lives of people in Medieval times, how people lived through the Great Fire of London and life in Victorian Britain. They will be able to place events and people chronologically on a timeline and use a range of sources to find out about the past.

Year 3/4/5/6	<ul style="list-style-type: none"> • Understand and use vocabulary specific to a period in history and deploy abstract terms • Know about the lives and impact of significant people and civilisations in history and how this shapes the world we live in today. • Understand connections between historical events and how they have shaped history and the modern world eg. Why did we have a second World war? • Know about the achievements of ancient Greece and their influence on the Western World • Know how the Roman empire influenced the world and in the UK and in Sheffield • Use previous knowledge to understand connections between local, regional, national and international history • Understand how and why claims can be made about the past through the use of historical enquiry and evidence. • Know about the earliest civilisations in Britain their farming, art and culture. • Understand how the Roman Empire became successful and how it was resisted. • Know that Britain was invaded by Anglo-Saxons and raided by Vikings - their art, culture and trade 	<ul style="list-style-type: none"> • Use vocabulary specific to a period of history –iron age settlement, Holocaust in WW11 . • Use abstract vocabulary and terms such as, invasion, civilization, parliament, commonwealth • Use a range of sources to construct knowledge of the past • Use research skills to ask and answer questions about past events and people • Plot events and people onto increasingly sophisticated timelines and understand how they link in the chronology • Identify the achievements and follies of mankind and express opinions about events in the past • Use historical enquiry to find out about the past • Write their own structured accounts, including narratives and analyses of past events
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End of Key Stage End Point and progression to Key Stage 3
Pupils will know and understand the history of Britain as a coherent and chronological narrative and know how Britain has influenced and been influenced by the wider world. Pupils will have mastered a range of subject specific vocabulary and terminology. They will know that our knowledge of the past is constructed from a range of sources and will have developed a curiosity about past events and people’s lives. Pupils will be able to write about the past referring to sources and using a range of subject specific and abstract vocabulary. Pupils will be well prepared to ‘*extend and deepen their chronologically secure knowledge and understanding of British, local and world history,*’ in Key Stage 3