



# Nevill Road Infant School History Curriculum



## National Curriculum Subject Content

### EYFS

#### ESSENTIAL OBJECTIVES / ESSENTIAL OPPORTUNITIES

Children at the expected level of development will:

- Talk about the lives of people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

### KEY STAGE 1

#### ESSENTIAL OBJECTIVES

- To 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 and how Britain has influenced and been influenced by the wider world.
- To 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.
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- To 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 structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military,

#### ESSENTIAL OPPORTUNITIES

- To learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- To learn about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].
- To learn about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- To learn about significant historical events, people and places in their own locality.



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political, religious and social history; and between short- and long-term timescales	
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BREADTH OF STUDY	EYFS	Y1	Y2
<b>Chronological understanding</b>	Can I begin to make sense of my own life-story and family's history?	<p>Can I order some events I have learnt about from furthest away to most recent with increasing accuracy?</p> <p>Can I tell you what a timeline is?</p> <p>Can I begin to make comparisons between areas of study?</p>	<p>Can I accurately order events I have learnt about from furthest away to most recent?</p> <p>Can I draw timelines and begin to place areas of study on them?</p> <p>Can I compare areas of study, identifying similarities between them?</p> <p>Can I compare areas of study, identifying differences between them?</p>
<b>Understanding of Historical objects</b>	Can I tell you some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class?	Can I ask and answer questions about old and new objects?	Can I explain what an object from the past might have been used for?
<b>Historical interpretation</b>	Can I understand the past through settings, characters and events encountered in books read in class and storytelling?	Can I explain changes in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?	Can I explain changes in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?
<b>Understanding of Historical people and/or events</b>	<p>Can I comment on images of familiar situations in the past?</p> <p>Can I compare and contrast characters from stories, including figures from the past?</p>	Can I recount the life of someone famous from Britain who lived in the past?	<p>Can I explain significant historical events (national and international) beyond living memory?</p> <p>Can I explain about the lives of significant people who have contributed to national/international achievements?</p>



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## KEY END-POINT ASSESSMENT

	EYFS	Y1	Y2
<b>Chronological understanding</b>	Can I sequence some events in my life story?	Can I order some events I have learnt about from furthest away to most recent with increasing accuracy?	Can I accurately order events I have learnt about from furthest away to most recent?
<b>Understanding of Historical objects</b>	Can I tell you some similarities and differences between things in the past and now?	Can I ask and answer questions about old and new objects?	Can I explain what an object from the past might have been used for?
<b>Historical interpretation</b>	Can I use stories and books to explain what I know about the past?	Can I explain changes in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?	Can I explain changes in living memory (e.g. how we play, holidays, food, clothes, technology, schools)?
<b>Understanding of Historical people and/or events</b>	Can I comment on images of people/from events in the past?	Can I recount the life of someone famous from Britain who lived in the past?	Can I explain about the lives of significant people who have contributed to national/international achievements?