St Augustine's School

History Components and Composites

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Past and Present Early Learning Goal *Children 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.*	**National Curriculum Objectives:** *Pupils should:* *- develop an understanding of the past;* *- know where people and events studied fit in a chronological framework;* *- identify similarities and differences between ways of life in different periods;* *- ask and answer questions;* *- understand some of the ways in which we find out about the past;* *- identify different ways in which the past is represented.*		**National Curriculum Objectives:** *Pupils should:* *- continue to develop a chronologically secure knowledge and understanding of British, local and world history;* *- establish clear narratives within and across periods studied;* *- note connections, contrasts and trends over time;* *- develop appropriate use of historical terms;* *- address and devise historically valid questions about change, cause, similarity and difference, and significance;* *- construct informed responses that involve selection and organisation of relevant historical information;* *- understand how knowledge of our past is constructed from a range of sources.*			
BRITISH HISTORY AS A COHERENT, CHRONOLOGICAL NARRATIVE						
By end of Reception year: Pupils should be able to talk about the past and present using age-appropriate historical vocabulary.	**By end of Year 2:** 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.		**By end of Year 4:** 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 begin to develop a 'mental timeline' of the past.		**By end of Year 6:** Pupils should know and understand British history as a coherent, chronological narrative; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.	
Can pupils talk about things that have happened in the recent past, for example last week, or when they were younger? *Can pupils use words and phrases like old, new, a long time ago, when I was little?* *Can pupils recognise that a story that was read to them may have happened a long time ago?* *Can pupils place some events from their own lives in chronological order?*	*Can pupils use words and phrases such as old, new, a long time ago, before and after?* *Can pupils retell a familiar story set in the past?* *Do pupils recognise that some objects belonged to the past?* *Can pupils place some events in chronological order?*	*-Can pupils use historical words and phrases such as before, after, past, present, then, now and modern?* *-Do pupils use the words past and present accurately?* *-Can pupils sequence a set of events in chronological order and explain their order using historical vocabulary?* *-Do pupils know where the people and events they have studied fit within a given chronological framework?*	*-Can pupils describe events and periods using BC, AD, century, and millennium?* *-Can they describe events from the past using dates/periods?* *- Can they explain the term 'prehistory'?* *- Can they order events/periods studied on a given timeline?*	*- Can pupils place events/periods studied in correct place on given timeline?* *- Can pupils describe events/periods using BC, AD, decade and century?* *- Can children make comparisons between British and world history during given time period?* *- Are children beginning to develop a 'mental timeline' of the past?*	*- Can pupils use dates and other historical language when talking about the past?* *- Can pupils draw a timeline and place periods and events studied (inc. work from previous year groups) on timeline correctly?* *-Do pupils have understanding of British history as a narrative?*	*- Can pupils say where a period of history fits on a timeline?* *- Can pupils place a specific event/person/period on a timeline by decade?* *- Can pupils create timelines which outline the development of specific features, such as medicine, education etc.?* *-Do pupils have 'mental timeline' of British AND significant global history?*
THE SIGNIFICANCE OF THE WIDER WORLD						
By end of Reception: Pupils should be able to talk about the lives of people around them and their roles in society.	**By end of Year 2:** Pupils should learn about events beyond living memory that is significant nationally or globally. They should learn about the lives of significant individuals who have contributed to national and international achievements.		**By end of Year 4:** Pupils should make comparisons and connections between the situation in Britain and the situation in the wider world for the periods they have studied.		**By end of Year 6:** Pupils should know and understand significant aspects of the history of the wider world, including the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies and achievements and follies of mankind.	
-Can pupils talk about the lives of other people around them? *-Can pupils talk about other people's roles within the community/wider society?*	*-Can pupils talk about a significant individual's contribution to national and international achievements? (Mary Anning?)*	*-Can pupils explain the global significance of the first aeroplane flight?* *-Can pupils explain how the achievements of named explorers have been internationally significant?*	*-Can pupils explain why the Romans invaded Britain?*	*-Can pupils suggest some reasons for Britain's settlement by the Ango-Saxons and Scots, making references to circumstances in wider Europe?* *-Can pupils suggest some reasons for Viking raids, invasion and settlement?*	*-Can pupils draw contrasts between the Mayan civilisation c.900AD and the same period in British history?* *-Do pupils know some of the characteristic features of the Mayan civilisation?*	*Ancient civilisations* *Ancient Egypt* *Ancient Greece* *-Can pupils describe the nature of some ancient civilisations, inc. some achievements?* *-Can pupils explain some similarities between some early civilisations, inc. where and when they developed?*
SUBSTANTIVE CONCEPTS						
By end of Reception: Pupils should understand the past through talking about their own lives, and through books and stories shared in class.	**By end of Year 2:** Pupils should use a wide vocabulary of everyday historical terms. They should show that they know and understand the key features of events.		**By end of Year 4:** Pupils should develop the appropriate use of historical terms. They should begin to note connections, contrasts and trends over time.		**By end of Year 6:** Pupils should gain and deploy a historically grounded understanding of some abstract historical terms. They should continue to identify connections, contrasts and trends over time.	
Are pupils familiar with the key vocabulary, and do they have a clear understanding of what it means conceptually? Some vocabulary will be covered in more than one year group, but the concept will be developed as pupils progress through the key stages.						
old, new, young, before, after now, past, sequence	*past, present, artefacts, fact, opinion, memory, king, queen, monarch/y, coronation, sequence*	*past, present, modern, recent, artefacts, time period, timeline, fact, opinion, source, country, achievement, sequence, scale*	*decade, century, millennium, AD, BC, chronological order, evidence, source, prehistory, Stone Age, Bronze Age, Iron Age, tribe, kingdom, hunter-gatherer, agriculture, empire, emperor, citizenship, civilisation, invasion, conquest, army, military, enemy, resistance, alliance, republic, impact, culture, religion, tax, concurrence, duration, interval, narrative*	*decade, century, BC, AD, chronology, evidence, source, invasion, settlement, empire, kingdom, monarch, Anglo-Saxon, Scot, Viking, culture, resistance, alliance, army, religion, slave, migration, monk, nun, nation, nationality, navy, parliament, nobility, warrior, trader, merchant, tax, raid, concurrence, interaction, narrative*	*narrative, trend, tax, state, education, church (as institution), civilisation, city state, royal, monarch, ruling class, 'golden age', peasantry, public health, welfare state*	*civilisation, ancient, agriculture, achievements, follies, influence, empire, legacy, war, peace, democracy, citizenship, aristocracy, slavery, freedom, concurrence, interaction,*

DISCIPLINARY CONCEPTS						
By end of Reception: Pupils should draw on their own experiences and what has been read in class to find some similarities and differences between now and the past.	**By end of Year 2:** Pupils 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.		**By end of Year 4:** Pupils should understand how our knowledge of the past is constructed from a range of sources. They should begin to address and sometimes devise historically-valid questions about change, cause, similarity and difference. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.		**By end of Year 6:** Pupils should understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims. They should discern how and why contrasting arguments and interpretations of the past have been constructed. They should understand historical concepts 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.	
-Can pupils talk about similarities and differences between now and the past with relation to their own life experiences? *-Can pupils talk about similarities and differences between now and the past in relation to stories or texts shared in class?* *-Do pupils ask questions about the past?*	*-Can pupils describe some similarities and differences between individuals studied?* *-Do pupils know some of the ways in which we find out about the past?* *-Can pupils use stories and other sources to show that they know some key features of individuals/events studied?*	*-Can pupils talk about changes in living memory?* *-Can pupils recognise cause and consequence for historical events/changes studied?* *-Can pupils explain why individuals and events studied are significant historically?* *-Can pupils identify different ways in which the past is represented?* *-Can pupils use sources to show that they understand some key features of events/themes studied?*	*-Do pupils understand that our knowledge of the past is constructed from a range of sources?* *-Can pupils explain some of the sources that historians have used to gain knowledge about the Stone Age and Roman Britain?* *-Can pupils use different sources to address historical questions about time periods studied?*	*-Can pupils devise historically-valid enquiry questions, with support?* *-Can pupil select and organise relevant historical information to respond to questions about change, cause, similarity and effect?*	*-Can pupils devise historically-valid enquiry questions?* *-Do pupils understand how evidence is used by historians to make claims about the past?* *-Do pupils understand how and why contrasting arguments and interpretations of the past have been constructed?* *-Can pupils create their own written narrative for a theme such as 'medicine through time'?*	*-Do pupils understand historical concepts (such as monarchy, democracy, freedom, slavery etc.) and use them to make connections/draw contrasts and analyse trends over periods studied?* *-Can pupils ask historically-valid questions and find, select and organise evidence and sources to answer them?*
HISTORICAL PERSPECTIVE						
By end of Reception: Pupils should be able to make connections between their past experiences, and between their lives and the lives of other people In their community.	**By end of Year 2:** Pupils should make connections between local, national and international history.		**By end of Year 4:** Pupils should begin to understand the connections between local, national and international history for the periods they have studied. They should also make connections between cultural, economic, military, political, religious and social history for the periods they have studied.		**By end of Year 6:** Pupils should place their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
-Can pupils make connections between their past experiences and those of others? *-Can pupils make connections between their lives and the lives of others in their community?*	*-Can pupils talk about how significant individuals (Mary Anning?) contributed to national and international achievements?*	*-Can pupils make connections between changes within living memory (toys) and aspects of change in national life?* *-Can pupils explain the global significance of the first aeroplane flight?*	*-Can pupils explain the impact of the Roman Empire on Britain, on a local and national level?*	*-Can pupils make connections between local, national and international history to explain some reasons for invasion and settlements of Anglo-Saxon, Scots and Vikings?* *-Can pupils make connections between cultural, economic, military, political, religious and social history of Anglo-Saxons/Vikings?*	*-Can pupils explain how cultural, religious, social and political history contributed to the development of medicine through the ages?*	*-Do pupils understand connections between cultural, economic, military, political, religious and social history in ancient civilisations, including Ancient Egypt?* *-Can pupils describe the influence of Ancient Greece on the western world?*
Non-Negotiables						
Weekly history lessons during history-driver term, and vocabulary to be used throughout academic year.	*Weekly history lessons for at least 3 half-terms throughout the academic year.* *Final piece of work recorded for each unit.* *Unit specific timelines to be referred to throughout unit.*	*Weekly history lessons for at least 3 half-terms throughout the academic year.* *Final piece of work recorded for each unit.* *Unit specific timelines to be referred to throughout unit.*	*Weekly history lessons for at least 3 half-terms throughout the academic year.* *Final piece of work recorded for each unit.* *Overall narrative timelines to be in front of history books.*	*Weekly history lessons for at least 3 half-terms throughout the academic year.* *Final piece of work recorded for each unit.* *Overall narrative timelines to be in front of history books.*	*Weekly history lessons for at least 3 half-terms throughout the academic year.* *Final piece of work recorded for each unit.* *Overall narrative timelines to be in front of history books.*	*Weekly history lessons for at least 3 half-terms throughout the academic year.* *Final piece of work recorded for each unit.* *Overall narrative timelines to be in front of history books.*
Composite Curricular Goal ***To use knowledge learnt to produce, the following...***						
Autumn *Comparison pictures of Weymouth in the past and Weymouth now.* *Summer* *Create a timeline of our lives.*	**Autumn** Comparison between their life and Elizabeth I's. Creating and presenting a poster about why the Queen is important. A timeline of the Queen's life. **Summer** Class debate about who should protect our world and why.	**Autumn** Comparison of two unknown toys, labelling the similarities and differences. **Spring** Newspaper article of the titanic disaster. What are the key events to the disaster? What questions can we now answer?	***Autumn*** *Enquiry question: What was life like in the Stone Age?* ***Spring*** *Enquiry question: What was the impact of the Roman Empire on Britain?*	***Autumn Term*** *What was the impact of the Roman Empire on British life. (In Books)* *What do you know about the Vikings and Anglo-Saxons in Britain? (In Books)* ***Spring Term*** *Can they describe the impact and evolution of early settlements and towns today?*	***Autumn*** *Create webinar style presentation to answer enquiry Q:* *What has helped and hindered changes in medicine through time and how?* ***Spring*** *Answer enquiry Q: Who were the Mayans and what can we learn from them?* ***Summer*** *Answer enquiry Q: How have the Anglo-Saxons and Viking impacted on our lives today?*	***Autumn 1*** *Answer enquiry Q: What do ancient civilisations have in common?* ***Autumn 2*** *Answer enquiry Q: What can we learn about Ancient Egypt from the tomb of Tutankhamun?* ***Spring*** *Answer enquiry Q: What influence have the Ancient Greeks had on the western world?*

Vocabulary						
old, new, before, after, now, then, earlier, later, a long time ago, when I was little	*past, present, artefacts, fact, opinion, photographs, memory, event, same, different, change, sequence, king, queen, monarch/y, coronation, significant, achievement, sequence*	*past, present, modern, recent, artefacts, time period, time line, sequence, compare, similarity, difference, fact, opinion, source, explorer, voyage, map, country, invention, achievement, significant, timeline, sequence, scale*	*decade, century, millennium, AD, BC, chronological order, evidence, source, prehistory, change, cause, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic, Neanderthal, Homo sapiens, Celt, tribe, kingdom, roundhouse, hill fort, hunter-gatherer, agriculture, Durotriges, empire, emperor, citizenship, civilisation, invasion, conquest, army, military, enemy, resistance, alliance, republic, senate, impact, culture, religion, coinage, tax, narrative, concurrence*	*cause, effect, similarities, differences, connection, contrast, decade, century, BC, AD, chronology, evidence, source, interpretation, invasion, settlement, empire, kingdom, monarch, Anglo-Saxon, Scot, culture, resistance, alliance, army, religion, slave, migration, monk, nun, illumination, manuscript, Christianity, paganism, nation, nationality, navy, parliament, assembly, witan, nobility, warrior, trader, merchant, tax, Danegeld, thing, raid, runes, narrative, concurrence, interaction*	*significance, narrative, trend, medicine, surgery, healthcare, physician, tax, state, education, science, church (as institution), civilisation, Mesoamerica, city state, astronomy, pyramid, mathematics, calendar, sacrifice, royal, monarch, ruling class, glyphs, 'golden age', dynasty,*	*civilisation, ancient, agriculture, theocratic monarchy, achievements, follies, influence, legacy, war, peace, democracy, citizenship, philosophy, mythology, aristocracy, pharaoh, papyrus, scribe, tomb, hieroglyphics, irrigation, tragedy, comedy, alphabet, Hellenistic, concurrence, interaction*

Visits/Visitors and websites		
Visitors	**Visits**	**Websites**
Weymouth Museum volunteers Dorset Museum education team Dorset History Centre team	Maiden Castle Dorset Museum Weymouth Museum Portland Museum Dorset History Centre The Nothe Fort Tutankhamun Exhibition Teddy Bear Museum Roman Villa – Dorchester Poole Museum (Anglo-Saxons/Vikings/Pirates)	www.history.org.uk/primary **KS2 History - BBC Bitesize** **KS1 History - England - BBC Bitesize** **Writer and History Training | Yorkshire | Mr T does History** **History Primary Resources | National Geographic Kids (natgeokids.com)**