

History at Malpas Alport Endowed Primary

At Malpas Alport, our History curriculum aims to inspire children to develop their curiosity about the past, using a wide range of source materials and artefacts. Our History curriculum sets challenges, engages and inspires children and equips them with the knowledge and skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We aim to enable our pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. By allowing children to critically evaluate historical source materials and artefacts, and introducing them to a range of historical sites and workshops, our children will be able to reach, or exceed their potential in history and be able to see the progress they have made by showcasing the skills and progress they have gained each year.

By the end of EYFS children will be able to discuss past and present this will include talking about members of their immediate family and community, name and describe people who are familiar to them, comment on images of familiar situations in the past, and compare and contrast characters from stories including figures from the past. The children will achieve this during dedicated talk times, looking at similarities and differences of pictures, stories, artefacts and accounts from the past.

By the end of KS1 children will have an awareness of the past and use common words and phrases relating to the passing of time. The children will know where the people and events that they have studied fit within a chronological framework and identify similarities and differences between the ways of life in different time periods. The children will have a wide vocabulary of everyday historical terms. They will ask and answer questions using parts of stories and sources to show that they know and understand the key features of the events studied. They will begin to have an understanding of how we find out about the past and identify different ways in which it is represented. The children will learn about changes within living memory, events beyond living memory (before 1930), the lives of significant individuals comparing aspects of life in different time periods and significant historical events, people and places locally.

By the end of KS2 children will know where the people and events that they have studied fit within a chronological framework. They will have a secure knowledge and understanding of British, local and world history. They will be able to identify connections, contrasts and trends over time and have developed the appropriate use of historical terms. The children will be able to ask historically valid questions about change, cause, similarity and difference, and significance of the place, people and events of the time periods they have studied. They will have developed the historical skills to construct informed responses that involve thoughtful selection and organisation of relevant historical information. Through their learning they will understand how our knowledge of the past is constructed from a range of sources.

In Lower Key Stage 2 the children will learn about changes in Britain from the Stone Age to the Iron Age (The Old Stone Age c.10,000BC, Bronze Age c.2000BC and Iron Age c.600BC), the achievements of the earliest civilizations (an overview of Ancient Sumer, The Indus Valley, Ancient Egypt and The Shang Dynasty of Ancient China will be covered – Ancient Egypt will be covered in depth), Ancient Greece and the Roman Empire and its impact on Britain. The children will also engage in a local history study of Chester.

In Upper Key Stage 2 the children will learn about Britain's settlement by Anglo-Saxons and Scots, the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and his death in 1066, a non-European society that provides contrasts with British history and a study of an aspect or theme in British history that extends the children's chronological knowledge beyond 1066, The children will also engage in a local history study of Malpas.

	EYFS	Year 1/2 <ul style="list-style-type: none"> • Changes in living memory linking to aspects of change in national life • Events beyond living memory significant nationally or globally • Lives of significant individuals • Significant historical events, people and places in their locality - Malpas 		End of Key Stage Expectations
Chronological understanding	<p>As a historian in EYFS: Can I retell a simple past event in correct order (e.g. went downslide, hurt finger). Can I remember and talk about significant events in my own experience? Can I talk about past and present events in my own life and in the lives of family members?</p>	<p>As a historian in Year 1: Can I put up to three objects in chronological order (recent history) on a time line? Can I label timelines with pictures, words or phrases? Can I tell others about changes that have happened in my own life since I was born? Can I talk about how things have changed since my parents or grandparents were children? Can I use dates to talk about people or events from the past? (when appropriate)</p>	<p>As a historian in Year 2: Can I place events or artefacts in order on a timeline? Can I label timelines with pictures, words or phrases and give reasons for their order? Can I make connections between long and short term time scales? Use dates to talk about people or events from the past? (when appropriate) Can I connect my new learning of historical people or events to others that I have learnt about before?</p>	<p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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] 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] significant historical events, people and places in their own locality</p>
Historical Enquiry	<p>As a historian in EYFS: Can I question why things happen? Am I beginning to understand why and how questions? Can I answer how and why questions about experiences and in response to stories or events?</p>	<p>As a historian in Year 1: Can I show some understanding of how people find out about the past? Can I show some understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using different sources, such as an information book or pictures?</p>	<p>As a historian in Year 2: Can I understand and talk about how people find out about the past? Can I show understanding of how evidence is collected and used to make historical facts? Can I ask questions such as: What was it like for people? What happened? How long ago? Can I answer questions by using a specific source, such as an information book? Can I research the life of someone who used to live in my area using the Internet and other sources to find out about them? Can I research the life of a famous Briton from the past using different resources to help me?</p>	<p>Pupils should be taught about: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 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] 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] significant historical events, people and places in their own locality</p>

<p>Knowledge and Interpretation</p>	<p>As a historian in EYFS:</p> <p>Am I developing an understanding of growth, decay and changes over time?</p> <p>Can I comment and ask questions about aspects of my familiar world such as the place where I live or the natural world?</p> <p>Can I make observations of animals and plants and explain why some things occur, and talk about changes?</p> <p>Can I look closely at similarities, differences, patterns and change?</p>	<p>As a historian in Year 1:</p> <p>Can I answer questions using a range of artefacts/photographs/pictures provided?</p> <p>Can I talk about the different ways that the past is represented?</p> <p>Can I recount some interesting facts from an historical event?</p> <p>Can I talk about some important people from the past?</p> <p>Can I talk about how their actions changed the way we do things today?</p> <p>Can I recognise that there are reasons why people in the past acted as they did?</p> <p>Can I tell you how I found out about people or events in the past?</p> <p>Can I find out more about a famous person from the past and carry out some research on him or her?</p> <p>Can I find out something about the past by talking to an older person?</p> <p>Can I recognise that some forms of evidence are more reliable than others when finding out about the past?</p> <p>Can I show an understanding of the word 'nation' and the concept of a nation's history?</p> <p>Can I show an understanding of concepts such as monarchy, parliament, war and peace when learning about historical events?</p>	<p>As a historian in Year 2:</p> <p>Can I describe historical events?</p> <p>Can I describe significant people from the past and talk about what they did?</p> <p>Can I explain the causes of an historical event and what the consequences were?</p> <p>Can I explain what impact that significant events from the past have had on the way we live today?</p> <p>Can I talk about similarities and differences between two different time periods?</p> <p>Can I explain how local people or events in history have changed things nationally or internationally?</p> <p>Can I explain why someone in the past acted in the way they did?</p> <p>Can I choose and use parts of stories or other sources to show that I understand events or people from the past?</p> <p>Can I explain why Britain has a special history by naming some famous events and some famous people?</p> <p>Can I talk about what type of evidence is reliable when finding out about the past?</p> <p>Can I talk about a 'nation', an aspect of its history and the impact it has had on the nation?</p> <p>Can I show an understanding of concepts such as civilisation, monarchy, parliament, democracy, war and peace when talking about historical people and events?</p> <p>Can I create my own accounts of historical people or events?</p>	
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	Year 3/4 <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age The achievements of the earliest civilisations - Ancient Egypt Ancient Greece Roman Empire and its impact on Britain Local Study of Chester and the impact of the Roman Empire on the city 		Year 5/6 <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots - The Vikings A non-European society that provides contrasts with British history - The Mayans A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point in British history - The impact of war An historical study of an aspect or site dating from a period beyond 1066 that is significant in the locality - Malpas during the war years 		End of Key Stage Expectations
Chronological understanding	As a historian in Year 3: Am I beginning to use dates and historical terms to describe events? Am I beginning to use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Am I beginning to understand the concept of change over time, representing this, along with evidence, on a time line?	As a historian in Year 4: Can I use dates and historical terms to describe events? Can I use a timeline within a specific time in history to set out the order things may have happened? Can I begin to recognise and quantify the different time periods that exist between different groups that invaded Britain? Can I place events, artefacts and historical figures on a timeline using dates? Can I understand the concept of change over time, representing this, along with evidence, on a time line?	As a historian in Year 5: Can I use dates and historical terms more accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms: social, religious and cultural)? Can I identify periods of rapid change in history and begin to contrast them with times of relatively little change? Am I beginning to understand the concepts of continuity and change over time, representing them, along with some evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Am I beginning to make connections and contrasts between different time periods studied and talk about trends over time?	As a historian in Year 6: Can I use dates and historical terms accurately in describing events? Can I place features of historical events and people from past societies and periods in a chronological framework? Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc? Can I describe the main changes in a period of history (using terms: social, religious, political, technological and cultural)? Can I identify periods of rapid change in history and contrast them with times of relatively little change? Can I understand the concepts of continuity and change over time, representing them, along with evidence, on a time line? Can I explain the chronology of different time periods (local, British and world history) and how they relate to one another on a time line? Can I make connections and contrasts between different time periods studied and talk about trends over time?	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.

Historical Enquiry	<p>As a historian in Year 3:</p> <p>Am I beginning to use evidence to ask questions and find answers to questions about the past?</p> <p>Am I beginning to suggest suitable sources of evidence for historical enquiry?</p> <p>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?</p> <p>Am I beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Am I beginning to use research skills in finding out facts about the time period I am studying?</p> <p>Am I beginning to compare and contrast different forms of evidence in my research?</p> <p>Am I beginning to research what it was like for specific people e.g. children, during the time period I am studying?</p>	<p>As a historian in Year 4:</p> <p>Can I use evidence to ask questions and find answers to questions about the past?</p> <p>Can I suggest suitable sources of evidence for historical enquiry?</p> <p>Can I use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history?</p> <p>Can I recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can I use my research skills in finding out facts about the time period I am studying?</p> <p>Through my research, can I compare and contrast different forms of evidence?</p> <p>Can I research what it was like for men, women and children in a given period from the past and use different forms to present my findings?</p>	<p>As a historian in Year 5:</p> <p>Can I devise historical questions about the period I am studying?</p> <p>Can I seek out and analyse range of evidence in order to justify claims about the past?</p> <p>Can I understand that no single source of evidence gives the full answer to questions about the past?</p> <p>Can I test out a hypothesis in order to answer a question?</p> <p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I use some different sources of evidence to deduce information about the past?</p> <p>Can I select suitable sources of evidence, sometimes giving reasons for choices?</p> <p>Can I give a reason to support an historical argument?</p> <p>Can I identify propaganda and begin to show my understanding of it?</p> <p>Can I refine lines of enquiry as appropriate?</p>	<p>As a historian in Year 6:</p> <p>Can I devise historical questions about change, cause, similarities and differences, and significance relating to the period I am studying?</p> <p>Can I seek out and analyse a wide range of evidence in order to justify claims about the past?</p> <p>Can I use sources of information to form testable hypotheses about the past?</p> <p>Can I understand that no single source of evidence gives the full answer to questions about the past?</p> <p>Can I test out a hypothesis in order to answer a question?</p> <p>Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p> <p>Can I use a wide range of sources of evidence to deduce information about the past?</p> <p>Can I select suitable sources of evidence, giving reasons for choices?</p> <p>Can I give more than one reason to support an historical argument?</p> <p>Can I identify and explain my understanding of propaganda?</p> <p>Can I refine lines of enquiry as appropriate?</p>	
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Knowledge and Interpretation	<p>As a historian in Year 3: Am I beginning to give reasons why certain events happened as they did in history? Can begin to talk about why certain people acted as they did in history? Am I beginning to explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Am I beginning to describe changes that have happened in the locality of the school throughout history? Am I beginning to compare some of the times studied with those of other areas of interest around the world? Am I beginning to describe the social, cultural or religious diversity of past societies? Am I beginning to describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children? Am I beginning to describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I talk about the causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to communicate information about the past?</p>	<p>As a historian in Year 4: Can I suggest why certain events happened as they did in history? Can I suggest why certain people acted as they did in history? Can I explain how events from the past have helped shape our lives today? Can I begin to appreciate why Britain would have been an important country to have invaded and conquered? Can I describe changes that have happened in the locality of the school throughout history? Can I give a broad overview of what life was like in Ancient Greece? Can I give a broad overview of life in Britain under the Roman Empire? Can I compare some of the times studied with those of other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past societies? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I describe different accounts of an historical event, explaining some of the reasons why the accounts may differ? Can I suggest causes and consequences of some of the main events and changes in history? Can I use literacy, numeracy and computing skills to a good standard to communicate information about the past?</p>	<p>As a historian in Year 5: Can I answer historical questions, using information and evidence that I have carefully considered and selected? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe with some detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? Can I identify continuity and change in the history of the locality of the school? Can I give a broad overview of life in Britain and some major events from the rest of the world? Can I make connections, compare and contrast some of the times studied with those of the other areas of interest around the world? Can I describe the social, ethnic, cultural or religious diversity of past society? Can I describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children? Can I explain how some aspects of history/historical events have had an impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional</p>	<p>As a historian in Year 6: Can I answer historical questions, using information and evidence that I have carefully considered and selected, giving reasons for the choices I have made? Can I understand how our knowledge of the past is constructed from a range of sources? Can I describe in detail any historical events from the different period/s I am studying/have studied? Can I make comparisons and contrasts between historical periods; explaining things that have changed and things which have stayed the same? Can I begin to appreciate that how we make decisions as a country has been through a Parliament for some time? Can I appreciate that significant events in history have helped shape the country we have today? Can I show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied? 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			<p>standard to communicate information about the past? Can I use original ways to present information and ideas?</p>	<p>impact elsewhere in the world? Can I use literacy, numeracy and computing skills to an exceptional standard to communicate information about the past? Can I use original ways to present information and ideas?</p>	
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