



**At High Bank Junior, Infant and Nursery
we are all Historians**



**'A people without the
knowledge of their past
history, origin and culture is
like a tree without roots.'
Marcus Garvey (1887-1940)**

History Curriculum – Disciplinary Knowledge

At High Bank, we value History.

WE ARE ALL HISTORIANS

A High-quality History education should inspire in pupils a curiosity and fascination of the world and its people that will remain with them for the rest of their lives

The intent of our History curriculum is to deliver learning that is accessible to all pupils so that they increase and develop their historical skills and knowledge by embracing challenge, learning together and achieving together. Our History curriculum is studied in chronological context across school to build on previous learning. The common themes of: childhood, clothing, homes, food, law and order, enable pupils to compare historical periods. Local history studies foster a sense of belonging to our community and studies of non-European ancient civilisations develop children's understanding of the world.

Early Years learning is child centred and led by their questions and interest in a unit of study.

Nursery Range 3:

- Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them
- Is interested in photographs of themselves and other familiar people and objects

Nursery Range 4:

- Has a sense of own immediate family and relations and pets
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird
- Beginning to have their own friends

Disciplinary Knowledge Progression EYFS, KS1 and KS2

I am a historian...



- Learns that they have similarities and differences that connect them to, and distinguish them from others

Nursery Range 5

- Shows interest in the lives of people who are familiar to them
- Remembers and talks about significant events in their own experience
- Recognises and describes special times or events for family or friends

Reception Range 6 & ELG (statutory)

- Enjoys joining in with family customs and routines
- Talks about past and present events in their own life and in the lives of family members
- Knows that other children do not always enjoy the same things, and is sensitive to this
- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology					
<p>I can put 3 events/objects in the correct order they happened/were made</p> <p>I can use words and phrases like: old, new and a long time ago correctly.</p> <p>I can explain how I have changed since I was born.</p>	<p>I can put 5 events/objects in the correct order they happened/were made.</p> <p>I can use terms like before/after/old/new correctly.</p> <p>I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.</p>	<p>I can locate key events/periods studied on a timeline.</p> <p>I can say what the meaning of AD and BC is and what century and millennium mean.</p>	<p>I can locate and place the key events/periods studied on a timeline.</p> <p>I can say what decade, ancient and modern mean.</p>	<p>I can order and place the key periods and events studied on a timeline.</p> <p>I know that CE and BCE can be used instead of AD and BC.</p>	<p>I can order and place key periods and events studied on a timeline.</p> <p>I know the relationship between date and century (dates starting from 100AD are the 2nd century)</p>
Historical Enquiry					
<p>I can use historical artefacts, photographs and visits to</p>	<p>I can use historical artefacts, photographs, people and visits to places to find out about the past.</p>	<p>I can use a range of sources (archives, visits, internet, photographs etc) to ask and</p>	<p>I can use a range of sources (archives, visits, internet, photographs etc) to ask and</p>	<p>I can use sources to answer a question independently.</p>	<p>I can recognise that some sources may be more reliable than others and reasons for bias.</p>

Disciplinary Knowledge Progression EYFS, KS1 and KS2

I am a historian...



<p>places to find out about the past.</p> <p>I can find out about the recent past by talking to someone who was alive at the time.</p> <p>I can ask and answer questions about old and new objects.</p>	<p>I can ask and answer questions using books and the internet.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p> <p>I can say what an eye-witness account is.</p>	<p>answer questions about the past.</p>	<p>answer questions about the past.</p> <p>I can explain how the lives of wealthy people differed to the lives of poor people.</p> <p>I can explain how an event from the past has shaped our lives today.</p>	<p>I can say which sources are primary and which are secondary.</p> <p>I can recognise that some sources may be more reliable than others.</p> <p>I can test out a hypothesis in order to answer a question.</p>	<p>I can use sources to formulate a question and investigate the answers independently.</p> <p>I can summarise how Britain may have learnt from other countries and civilisations (historically and more recently).</p> <p>I can identify and explain differences, similarities and changes between different periods of history.</p>
Historical Interpretation					
<p>I can spot old and new things in a photograph/picture.</p> <p>I can say some ways we can find out about the past.</p>	<p>I can spot old and new things in a photograph/picture.</p> <p>I can explain what an object from the past may have been used for.</p>	<p>I can use my research to find the similarities and differences between two or more periods of history.</p> <p>I can look at an account from history and say what is fact and what is opinion.</p>	<p>I can look at different versions of the same event and identify differences and talk about the reasons why.</p> <p>I can research what it was like for an individual e.g. a child in a given period of history and present my findings.</p>	<p>I can compare two or more historical periods: explaining things which changed and things which stayed the same.</p> <p>I am beginning to say how the past can be interpreted in different ways.</p>	<p>I know that some source evidence is propaganda and give the reasons why.</p> <p>I can evaluate the most reliable evidence to choose from.</p> <p>I can describe the features of a historical event and way of life and present my findings.</p>