

**Strands of Historical Understanding (see also Appendix 1)**

HISTORICAL INTERPRETATIONS	HISTORICAL ENQUIRY	CHRONOLOGICAL UNDERSTANDING	HISTORICAL UNDERSTANDING
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**EYFS - NURSERY AND RECEPTION**

EYFS (Understanding the World)	Autumn	Spring	Summer
Nursery	<ul style="list-style-type: none"> <li>● Begin to make sense of their own life-story and family’s history</li> <li>● Show interest in different occupations.</li> <li>● Remembers and talks about significant events in their own experience</li> <li>● Recognises and describes special times or events for family or friends</li> </ul>		
Reception	<ul style="list-style-type: none"> <li>● Talk about members of their immediate family and community</li> <li>● Name and describe people who are familiar to them</li> <li>● Talks about past and present events in their own life and in the lives of family members</li> <li>● Comment on images of familiar situations in the past.</li> <li>● Compare and contrast characters from stories, including figures from the past</li> </ul>		
Statutory ELG: <b>Past and Present</b>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>● <b>Talk about the lives of the people around them and their roles in society</b></li> <li>● <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</b></li> <li>● <b>Understand the past through settings, characters and events encountered in books read in class and storytelling</b></li> </ul>		
Vocabulary	<p>today, yesterday, tomorrow  old, very old,  new, recent, past, future, long ago, a long time ago,  when I was little, when Mummy and Daddy were little, memory, remember  picture, photograph, museum  before, after, difference  parent, grandparent,</p>		



<b>HISTORICAL INTERPRETATIONS</b>	<b>HISTORICAL ENQUIRY</b>	<b>CHRONOLOGICAL UNDERSTANDING</b>	<b>HISTORICAL UNDERSTANDING</b>
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**YEAR 1**

YEAR 1	Autumn	Spring	Summer
Vocabulary	yesterday, a week ago, last month, then, next, after, before, past, present, living memory, beyond living memory, recent memory, further in the past, day, week, month, year, decade  Tier 3 Vocabulary artefact chronology monarch decade century coronation		
Key Stage 1 National Curriculum Coverage	<p>Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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. They use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented. Across Key Stage 1, pupils are taught about:</p> <ul style="list-style-type: none"> <li>● changes within living memory;</li> <li>● events beyond living memory that are significant nationally or globally;</li> <li>● the lives of significant individuals in the past who have contributed to national and international achievements;</li> <li>● significant historical events, people and places in their own locality;</li> </ul>		
Significant People / Events	Own family including grandparents	Queen Victoria - significant individual	Queen Elizabeth 1 coronation in 1953 - significant event / King Charles coronation
Aspect / Period to be studied	<b>Childhood - me and my grandparents</b>	<b>Schools: Now and in the past</b>	<b>Childhood in the 1950's</b>



Chronological Understanding	Sequence events in their life Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages		
Historical Interpretations	Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?		
Historical Enquiry	Find answers to simple questions about the past from sources of information e.g. artefacts		
Historical Understanding	Recognise the difference between past and present in their own and others lives They know and recount episodes from stories about the past		
Enrichment	Grandparents Day	Visit to Great Cressingham Victorian School	

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**YEAR 2**

YEAR 2	Autumn	Spring	Summer
Vocabulary	<p><b>Previous Tier 3 vocabulary from Y1:</b> <i>artefact chronology monarch decade century</i></p> <p><b>Additional Tier 3 vocabulary for Y2:</b> <i>significant (significance), AD (anno Domini) timeline, hierarchy, reign, kingdom, portrait</i></p>		
Key Stage 1 National Curriculum Coverage	<p>Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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. They use a wide vocabulary of everyday historical terms. They 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 understand some of the ways in which we find out about the past and identify different ways in which it is represented. Across Key Stage 1, pupils are taught about:</p> <ul style="list-style-type: none"> <li>● changes within living memory;</li> <li>● events beyond living memory that are significant nationally or globally;</li> <li>● the lives of significant individuals in the past who have contributed to national and international achievements; Rosa Parks and Emmeline Pankhurst (Activists) Christopher Columbus and Neil Armstrong (Explorers)</li> <li>● significant historical events, people and places in their own locality; Oliver Cromwell</li> </ul>		
Significant People	Rosa Parks Emmeline Pankhurst	Christopher Columbus Neil Armstrong	Alfred the Great William the Conqueror



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	Oliver Cromwell - local history	Compare and contrast	Henry VIII Elizabeth I Queen Victoria Elizabeth II Charles III
Enquiry Questions	Movers And Shakers - Activists	Movers and Shakers - Explorers	Magnificent Monarchs
Chronological Understanding	Sequence artefacts closer together in time - check with reference book Sequence photographs etc. from different periods of their life Describe memories of key events in lives		
Historical Interpretations	Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories		
Historical Enquiry	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations		
Historical Understanding	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times		
Enrichment	Oliver Cromwell’s House Ely Cathedral - Etheldreda		Sandringham House

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### YEAR 3

YEAR 3	Autumn	Spring	Summer
Vocabulary	<p><b>Previous Tier 3 vocabulary from KS1:</b> <i>artefact chronology monarch decade century significant (significance), AD (anno Domini) timeline hierarchy, reign, kingdom, portrait, time period</i></p> <p><b>Additional Tier 3 vocabulary for Y3 :</b> <i>time period Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, reliability</i></p>		
Key Stage 2 National Curriculum Coverage	<p>Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.</p> <p>Across Key Stage 2, pupils are taught about:</p> <ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Iron Age (Year 3)</li> <li>● the Roman Empire and its impact on Britain (Year 3) with a focus on inventions and innovations</li> <li>● Britain’s settlement by Anglo-Saxons (Year 4)</li> <li>● the Viking and Anglo-Saxon struggle for the Kingdom of England (Year 4)</li> <li>● a local history study; The Anglo-Saxons (Year 4)</li> <li>● a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; (Britain at War</li> </ul>		

	<p>- Year 6)</p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations; an overview of where and when the first civilizations appeared (Shang Dynasty - China Year 5) and a depth study of Ancient Egypt (Year 4)</li> <li>Ancient Greece; a study of Greek life and achievements and their influence on the western world (Year 5)</li> <li>a non-European society that provides contrasts with British history (Ancient Benin - Year 6)</li> </ul>		
Chronological Understanding	<p>Place the time studied on a timeline                  Use dates and terms related to the study unit and passing of time                  Sequence several events or artefacts</p>		
Historical Interpretations	<p>Identify and give reasons for different ways in which the past is represented                  Distinguish between different sources – compare different versions of the same story                  Look at representations of the period – museum, cartoons etc</p>		
Historical Enquiry	<p>Use a range of sources to find out about a period                  Observe small details – artefacts, pictures and ask questions about them                  Select and record information relevant to the study                  Begin to use the library and internet for research</p>		
Historical Understanding	<p>Find out about every day lives of people in time studied                  Compare with our life today                  Identify reasons for and results of people's actions                  Understand why people may have wanted to do something</p>		
Significant People / Events			<p>Boudicca                  Emperor Claudius</p>
Enquiry Questions	Stone Age	Bronze Age and Iron Age	Romans - inventions and innovations
Enrichment		<b>Flag Fen</b> Archaeology Park	



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**YEAR 4**

YEAR 4	Autumn	Spring	Summer
Vocabulary	<p><b>Previous Tier 3 vocabulary</b> : <i>artefact chronology monarch decade century significant (significance), AD (anno Domini) timeline hierarchy, reign, kingdom, portrait, time period Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, reliability</i></p> <p><b>Additional Tier 3 vocabulary for Y4:</b> <i>primary source, secondary source, viewpoint, cause, consequence historical perspective coexistence duration Anglo-Saxon, Briton, Celt, Ancient Egypt, civilisation (civilised)</i></p>		
Key Stage 2 National Curriculum Coverage			
Chronological Understanding	<p>Place events from period studied on timeline            Use terms related to the period and begin to date events            Understand more complex terms eg BC/AD</p>		
Historical Interpretations	<p>Look at the evidence available            Begin to evaluate the usefulness of different sources            Use text books and historical knowledge to link ideas together</p>		
Historical Enquiry	<p>Use evidence to build up a picture of a past event            Choose relevant material to present a picture of one aspect of life in time past            Ask a variety of questions            Use the library and internet for research</p>		
Historical	<p>Use evidence to reconstruct life in time studied</p>		



Understanding	Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events		
Significant Individuals / Places	West Stow		Howard Carter - Archaeologist Cleopatra VII
Enquiry Questions	Britain's Settlement by the <b>Anglo-Saxons and Scots</b> *Local History Study	<b>The Vikings and the Anglo-Saxons</b> struggle for England to the time of Edward the Confessor	<b>Ancient Civilisation - Ancient Egypt</b> Achievements of the earliest civilisations - innovations and inventions
Enrichment	West Stow - Anglo Saxon Village		Fitzwilliam Museum - Egyptian Workshop

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**YEAR 5**

YEAR 5	Autumn	Spring	Summer
Vocabulary	<p><b>Previous Tier 3 vocabulary :</b> <i>artefact chronology monarch decade century significant (significance), AD (anno Domini) timeline hierarchy, reign, kingdom, portrait, time period, Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, <u>reliability</u>, <u>primary source</u>, <u>secondary source</u>, viewpoint, cause, consequence, historical perspective, coexistence, duration, Anglo-Saxon, Briton, Celt, Ancient Egypt, civilisation (civilised)</i></p> <p><b>New Tier 3 vocabulary for Y5:</b> <i>interpret evidence, viewpoints, dynasty, Shang dynasty, hierarchical structure, society, culture, comparative timeline, Ancient Greece,</i></p>		
Key Stage 2 National Curriculum Coverage	<p>Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.</p> <p>Across Key Stage 2, pupils are taught about:</p> <ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Iron Age</li> <li>● the Roman Empire and its impact on Britain</li> <li>● Britain’s settlement by Anglo-Saxons</li> <li>● the Viking and Anglo-Saxon struggle for the Kingdom of England</li> <li>● a local history study;</li> </ul>		

	<ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;</li> <li>• the achievements of the earliest civilizations; an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> <li>• Ancient Greece; a study of Greek life and achievements and their influence on the western world</li> <li>• a non-European society that provides contrasts with British history;</li> </ul>		
Chronological Understanding	Know and sequence key events of time studied and begin to make links between periods of time studied so far Use relevant terms and period labels Make comparisons between different times in the past		
Historical Interpretations	Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events and begin to discuss viewpoint and bias		
Historical Enquiry	Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence		
Historical Understanding	Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period		
Significant Individuals	<b>Fu Hao - Ancient female warrior (Wo Ding - emperor)</b>	Ancient Greek mathematician	<b>Alexander the Great</b>
Enquiry Questions	<b>Shang Dynasty Of China</b>	<b>The Ancient Greeks</b> Focus on the legacy of Greek achievements and influence on the Western World	<b>The Ancient Greeks</b> Focus on legacy of Greek Life and influence on the Western World
Enrichment	Online workshop - sources of evidence		History off the page - Greek Workshop



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**YEAR 6**

YEAR 6	Autumn	Spring	Summer
Vocabulary	<p><b>Previous Tier 3 vocabulary</b> : <i>artefact, chronology, chronological order, monarch, decade, century, significant (significance), AD (anno Domini) timeline, hierarchy, reign, kingdom, portrait, time period, Stone Age, Bronze Age, Iron Age, hunter-gatherer, domestication, homo sapiens, archaeology (archaeologist) excavation, BC, Roman Empire, invasion, defence, rebellion, evidence, <u>reliability</u>, <u>primary source</u>, <u>secondary source</u>, <u>viewpoint</u>, cause, consequence, historical perspective, coexistence, duration, Anglo-Saxon, Briton, Celt, Ancient Egypt, civilisation (civilised) interpret evidence, viewpoints, dynasty, Shang dynasty, hierarchical structure, society, culture, comparative timeline, Ancient Greece</i></p> <p><b>New Tier 3 vocabulary for Y6:</b> <i>diversity, Ancient Benin, allies, civilians, genocide, persecution, surrender, anti-semitism, Axis powers, propaganda</i></p>		
Key Stage 2 National Curriculum Coverage	<p>Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.</p> <p>Across Key Stage 2, pupils are taught about:</p> <ul style="list-style-type: none"> <li>● changes in Britain from the Stone Age to the Iron Age</li> <li>● the Roman Empire and its impact on Britain</li> <li>● Britain’s settlement by Anglo-Saxons</li> </ul>		

	<ul style="list-style-type: none"> <li>● the Viking and Anglo-Saxon struggle for the Kingdom of England</li> <li>● a local history study;</li> <li>● a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066;</li> <li>● the achievements of the earliest civilizations; an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> <li>● Ancient Greece; a study of Greek life and achievements and their influence on the western world</li> <li>● a non-European society that provides contrasts with British history;</li> </ul>		
<p>Chronological Understanding</p>	<p>Place current study on timeline in relation to other studies            Use relevant dates and terms            Sequence a series of events on a timeline within a historical period</p>		
<p>Historical Interpretations</p>	<p>Link sources and work out how conclusions were arrived at            Consider ways of checking the accuracy of interpretations – fact or fiction and opinion            Be aware that different evidence will lead to different conclusions            Confidently use the library and internet for research</p>		
<p>Historical Enquiry</p>	<p>Recognise primary and secondary sources            Use a range of sources to find out about an aspect of time past            Suggest omissions and the means of finding out            Bring knowledge gathered from several sources</p>		
<p>Historical Understanding</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings            Compare beliefs and behaviour with another time studied            Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation            Know key dates, characters and events of time studied</p>		
<p>Significant People / Places</p>			<p>Winston Churchill            Neville Chamberlain            Adolf Hitler</p>



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			Cecile Pearl Witherington Jewish Free School
Enquiry Questions	<b>Ancient Benin AD 900 - 1300</b>	<b>Britain at War (WW2)</b>	<b>Britain At War (WW2) - Evacuation to Ely Local History Study</b>
Enrichment			Ely Museum WW2 workshop