



HOLY GHOST HISTORY PROGRAMME OF STUDY

		CHRONOLOGICAL UNDERSTANDING	RANGE AND DEPTH OF HISTORICAL KNOWLEDGE	INTERPRETATION OF HISTORY	HISTORICAL ENQUIRY	ORGANISATION AND COMMUNICATION
EYFS		<p>Looks closely at similarities, differences, patterns and change</p> <p>Enjoys joining in with family customs and routines</p> <p>Talk about past and present events in their own lives and parents and grandparents</p> <p>Discuss then and now – transport, spoons</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>Compare transport from the past with now. Compare old silver spoons with modern plastic ones.</p> <p>Think about the modern equipment that would not be on an old pirate ship</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>Look at how clothes have changed eg since biblical times using pictures</p> <p>Use a picture of the Nativity to compare Jesus being born 2000 years ago with today.</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>. Compare old silver spoons with modern plastic ones</p>	<p>Looks closely at similarities, differences, patterns and change</p> <p>Traditional stories – oral tradition</p>
YEAR 1	TOYS – Changes within Living memory	<p>Sequence events in own lives</p> <p>Sequence 3 or 4 artefacts from different periods of time</p> <p>Match objects to people of different ages</p>	<p>Recognise the difference between past and present in their own and others' lives</p>	<p>Compare adults talking about the past – how reliable are their stories?</p>	<p>Find answers to simple questions about the past from sources of information</p>	<p>Communicate knowledge through: discussion, pictures.</p> <p>Drama/role play, making models, using computers, writing</p>



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	EXPLORERS – Lives of individuals who have contributed to national and international achievements	Match objects to people of different ages/times	Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories from the past	Use stories to encourage children to differentiate between fact and fiction	Find answers to simple questions about the past from sources of information	Communicate knowledge through: discussion, pictures. Drama/role play, making models, using computers, writing
	WW2 – Local history (link with Local Geography)	Match objects to people of different ages/times	Recognise the difference between past and present in their own and others' lives Know and recount episodes from stories from the past	Compare adults talking about the past – how reliable are their stories?	Find answers to simple questions about the past from sources of information	Communicate knowledge through: discussion, pictures. Drama/role play, making models, using computers, writing
YEAR 2	Queen Elizabeth II - changes in living memory/compare aspects of life Queen Victoria	Sequence artefacts closer together in time Sequence photographs from own lives Describe memories from key events in their lives	Identify differences in ways of lives at different times.	Compare pictures or photographs of people or events in the past Discuss reliability of photos/accounts/stories	Use a source – observe or handle sources to answer questions about the past on the basis of simple observations	Communicate knowledge through: discussion, pictures. Drama/role play, making models, using computers, writing
	Great Fire of London – events beyond living memory that are nationally		Recognise why people did things, why events	Compare 2 versions of a past event Discuss reliability of photos/accounts/stories	Use a source – observe or handle sources to answer questions about	Communicate knowledge through: discussion, pictures. Drama/role play,



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	significant/significant events in locality		happened,and what happened as a result Identify differences in ways of lives at different times.		the past on the basis of simple observations	making models, using computers, writing
	Mary Secole/Florence Nightingale - significant individuals		Recognise why people did things, why events happened,and what happened as a result Identify differences in ways of lives at different times.	Compare pictures or photographs of people or events in the past	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations	Communicate knowledge through: discussion, pictures. Drama/role play, making models, using computers, writing
YEAR 3	Stone Age - changes in Britain from Stone Age to Iron Age	Place the time studied on a timeline Use dates and terms related to the unit of study and passing of time. Sequence several events or artefacts	Find out about every day lives of people in time studied Compare with our lives today	Look at representations of the period - museums, cartoons etc	Use a range of sources to find out about a periods Observe small details, artefacts, pictures Select and record information relevant to the study Begin to use the library and	Communicate knowledge through: discussion, pictures. Drama/role play, making models, using computers, writing



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					internet for research	
Henry VIII – extend children’s understanding beyond 1066	Place the time studied on a timeline Use dates and terms related to the unit of study and passing of time. Sequence several events or artefacts	Find out about every day lives of people in time studied Identify reasons for and results of people’s actions Understand why people may have wanted to do something	Identify and give reasons for different ways in which the past is represented. Distinguish between different sources – compare different versions of the same story	Use a range of sources to find out about a periods Observe small details, artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research	Communicate knowledge through: discussion, pictures. Drama/ role play, making models, using computers, writing	
Egyptians – achievements of earliest civilisations/ non European study that provides contrast with British history	Place the time studied on a timeline Use dates and terms related to the unit of study and passing of time. Sequence several events or artefacts	Find out about every day lives of people in time studied Compare with our lives today	Look at representations of the period – museums, cartoons etc		Communicate knowledge through: discussion, pictures. Drama/ role play, making models, using computers, writing	



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YEAR 4	Romans – the Roman empire and its impact on Britain/extend children’s understanding beyond 1066 – Roman legacy	<p>Place events from periods studied on a timeline</p> <p>Use terms relating to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p>	<p>Look at evidence available</p> <p>Begin to evaluate the usefulness of various sources</p> <p>Use text books and historical knowledge</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>
	Greeks –Ancient Greece	<p>Place events from periods studied on a timeline</p> <p>Use terms relating to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied.</p>	<p>Look at evidence available</p> <p>Begin to evaluate the usefulness of various sources</p> <p>Use text books and historical knowledge</p>	<p>Use evidence to build up a picture of a past event</p> <p>Choose relevant material to present a picture of one aspect of life in time past</p> <p>Ask a variety of questions</p> <p>Use the library and internet for research with increasing confidence.</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>



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YEAR 5	Anglo-Saxons and Vikings	<p>Know and sequence key events of times studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Study different aspects of different people – differences between men and women</p> <p>Compare life in early and late times studied</p>		<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information Use the library and internet for research with increasing confidence</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>
	Islamic civilisation – a non European country that provides contrasts with British History	<p>Know and sequence key events of times studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Compare events in early and late times studied</p> <p>Compare and aspect of life with the same aspect in another time or place.</p>		<p>Begin to identify primary and secondary sources</p> <p>Use evidence to build up a picture of a past event</p> <p>Select relevant sections of information Use the library and internet for research with increasing confidence</p>	<p>Recall, select and organise historical information</p> <p>Communicate their knowledge and understanding.</p>



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	WW2 - study of an aspect or theme that extends understanding beyond 1066 -		Study different aspects of different people - differences between men and women	Compare accounts of events from different sources - fact or fiction Offer some reasons for different versions of events Examine causes and results of great events and impact on people	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	Recall, select and organise historical information Communicate their knowledge and understanding.
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YEAR 6	Changes in an aspect of social history from Anglo Saxon to present day - study of an aspect or theme that extends understanding beyond 1066 -	Place current study on a timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline	Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation	Link sources and work out how conclusions were arrived at. Consider ways of checking the interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the library and the internet.	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 together in a fluent account	Select and organise information to produce structured work, making appropriate use of dates and terms.
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	<p>WW1 - study of an aspect or theme that extends understanding beyond 1066 -</p>	<p>Place current study on a timeline in relation to other studies Use relevant dates and terms Sequence up to 10 events on a timeline</p>	<p>Find out about beliefs, behaviours and characteristics of people, recognising that not everyone shares the same views and feelings. Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate explanation Know key dates, characters and events of time studied.</p>	<p>Link sources and work out how conclusions were arrived at. Consider ways of checking the interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions Confidently use the library and the internet.</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 together in a fluent account</p>	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p>
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