



Highlight by topic

Reception Autumn-Pupil Choice

Reception Spring-Pupil Choice

Reception Summer -Pupil Choice /Minibeasts

Understanding the World

Reception	
Knowledge, Skills and Understanding breakdown for <u>Understanding the World</u>	
People, Culture and Communities	The Natural World
<ul style="list-style-type: none"> • Talk about members of their immediate family and community. Name and describe people who are familiar to them- * Ask questions and make comments about their own and others' families; * Discuss their own experiences with people who are familiar to them; * Take part in some Fieldwork by investigating the school-tour the building, locate different places in the school, look at the people who work there. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class- * Comment on images of familiar situations in the past, e.g., homes, schools, transport. • Compare and contrast characters from stories, including figures from the past- * Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Explore the natural world around them. Understand the effect of changing seasons on the natural world- * Describe what they see, hear and feel whilst outside; * Name, describe and make observations of plants, animals/ minibeasts. • Draw information from a simple map- * 'About Me' topic features a large map detailing where everybody is from in the world; * Take part in some Fieldwork by investigating the school-tour the building, locate different places in the school, look at the people who work there; * Look at aerial views of the school setting, commenting on what they notice; * Children to draw simple maps of their immediate environment. • Recognise some environments that are different from the one in which they live- * Recognise and describe/explain some similarities and differences between life in this country and life in other countries (including in the natural world), drawing on knowledge from stories, non-fiction texts and, when appropriate, maps; * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Challenge	
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #d9e1f2; padding: 5px; margin-right: 5px;">Reception</div> <div style="padding: 5px;"> <ul style="list-style-type: none"> • Think about peoples' roles in society; • Organise events using basic chronology, recognising that things happened before they were born. </div> </div>	<ul style="list-style-type: none"> • Use vocabulary related to their immediate environment; • Use relevant, specific vocabulary to describe contrasting locations, thinking about both natural and manmade features; • Discuss how we can care for the natural world around us.



Highlight by topic

Year 1 Autumn - Once Upon a Time/Creatures of the Night

Year 1 Spring – Aquatic Adventures/Dawn of the Dinosaurs

Year 1 Summer – Brilliant Bristol/The Toymaker

History

Year 1

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry and Communication
<ul style="list-style-type: none"> • Know about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)- * Awareness of oral storytelling and stories passed down through generations (including favourite stories from own families); * Toys throughout time study (Victorians)-knowledge that some objects belong to the past. • Know about events beyond living memory that are significant nationally or globally- * The Gunpowder Plot-recognise that we celebrate certain events because of what happened many years ago and think about why people in the past acted as they did; * Victorian childhood-discuss differences between their lives and the lives of children from another time in history; * Talk about and describe an important historical event that happened in the past. 	<ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality- * Study of significant Bristolian-Sarah Guppy. • Know about the lives of significant individuals in the past who have contributed to national and international achievements- * Study of Mary Anning; * Study of Brunel; * Appreciate how some famous people have helped our lives be better today (describe significant people from the past). 	<ul style="list-style-type: none"> • Develop common words and phrases relating to the passing of time, e.g., old, new, a long time ago- * Personal changes-how have we grown? • Develop vocabulary of everyday historical terms- * Use 'before' and 'after' correctly; * Begin to identify objects from the past and say the main differences between old and new objects; * Ask and answer questions about old and new objects, e.g., how has this toy changed? How would we use it now?

Challenge

Year 1	<ul style="list-style-type: none"> • Put up to 5 events in chronological order (recent history); • Explain why certain objects were different in the past; • Explain why someone in the past acted in the way they did; • Can children say why they think a story was set in the past/why an old story is still popular now? 	<ul style="list-style-type: none"> • Can they find out more about a famous person from the past and carry out some research on them? 	<ul style="list-style-type: none"> • Understand some of the ways in which we learn about the past- * Answer questions using a range of artefacts/photographs; * Give examples of things that are different in their life from that of their Grandparents when they were young.
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Elmlea
Schools' Trust

History

Highlight by topic

Year 2 Autumn – Explorers/Rainforests

Year 2 Spring - All Aboard/Panic on Pudding Lane

Year 2 Summer – Myths and Maps/Castles

Year 2

Knowledge, Skills and Understanding breakdown for HISTORY

Year 2		
Knowledge, Skills and Understanding breakdown for HISTORY		
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry and Communication
<ul style="list-style-type: none"> • Know about changes within living memory (where appropriate, these should be used to reveal aspects of change in national life)- <ul style="list-style-type: none"> * Find out something about the past/ their <u>local area</u> by talking to an older person. * Think about how the way people travel/transport has changed through history. <ul style="list-style-type: none"> • Know about events beyond living memory that are significant nationally or globally- <ul style="list-style-type: none"> * The Great Fire of London-comparing London in the past to the present day; * Describe historical events-why did it happen? What were the effects of the Great Fire of London? Does it deserve the name 'Great'? 	<ul style="list-style-type: none"> • Know about significant historical events, people and places in their own locality- <ul style="list-style-type: none"> * Explain how their <u>local area</u> was different in the past using photographs, pictures and artefacts. <ul style="list-style-type: none"> • Know about the lives of significant individuals in the past who have contributed to national and international achievements- <ul style="list-style-type: none"> * Looking at <u>significant explorers</u> from different times in history-Wasfia Nazreen, Ernest Shackleton, Tim Peake; * Research the life of a famous Briton from the past using different resources to help them; * Recount the life of someone famous from Britain who lived in the past , giving attention to what they did earlier and what they did later; * Sequence a set of events in chronological order and give reasons for the order. 	<ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time confidently- <ul style="list-style-type: none"> * Recount changes that have occurred in their own lives. <ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms- <ul style="list-style-type: none"> * Use words and phrases like...'before', 'after', 'then', 'now', 'before I was born', 'when I was younger', etc; * Use 'past' and 'present' accurately. <ul style="list-style-type: none"> • Ask and answer questions about the past- <ul style="list-style-type: none"> * <u>Castles</u>-differences in aspects of life...How castles were built/features of a castle; castle hierarchy (Kings and Queens); comparing the life of a page to our own life; * Understand that we have a Monarch who rules us and that Britain has had a King or Queen for many years; * Answer questions by using a specific source, such as an information book.
Challenge		
Year 2	<ul style="list-style-type: none"> • Explain why eye-witness accounts may vary and compare two versions of an event; • Ask questions such as...'What was it like for people?', 'What happened?', 'How long ago?' • Label timelines with words or phrases such as...'past', 'present', 'older' and 'newer'. 	<ul style="list-style-type: none"> • Sequence events about the life of a famous person; • Sequence a set of objects in chronological order and give reasons for their order.
		<ul style="list-style-type: none"> • Understand some of the different ways in which the past is represented- <ul style="list-style-type: none"> * Say at least two ways they can find out about the past, for example, books and the Internet.



History

Key

Objectives in black should be covered in all history units.

Autumn – Ancient Egypt

Spring – Around The World

Summer – They're Coming...

Year 3

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding		Knowledge and Interpretation	Historical enquiry & Communication
<ul style="list-style-type: none"> Describe events and periods using BC, AD, decade, century and ancient. Place events and artefacts on a timeline using dates. Understand the concept of change over time, representing this (along with evidence) on a timeline. Begin to develop a chronologically secure knowledge and understanding of British, local and World history. 		<ul style="list-style-type: none"> Know about the Roman Empire and its impact on Britain. Know about Britain's invasions by the Anglo-Saxons and Vikings and their legacies. Know about some of the achievements of Ancient Egypt. Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use evidence to ask and answer questions about the past. Use a range of different sources to find out about the past. Begin identifying whether a source is primary or secondary. Describe the social, ethnic, cultural, or religious diversity of the past. Describe features of the past including the different ideas, beliefs, attitudes and experiences of men, women and children. Use appropriate historical terminology to communicate, including: (before, after, past, period, dates, time period, change, chronology, source, primary source, secondary source) Use a range of skills to communicate historical information, including: (verbal, English, mathematical and computing—all to a good standard)
Challenge			
Year 3	<ul style="list-style-type: none"> Begin to recognise and quantify the different time periods between different periods/ events. 	<ul style="list-style-type: none"> Describe different accounts of a historical event and explain some of the reasons why they may differ. 	<ul style="list-style-type: none"> Use more than one source to gain a more accurate understanding of history. Begin to compare some of the times studied with different places or times.
Year 4	<ul style="list-style-type: none"> Order events and objects in chronological order in relation to previous learning. Begin to establish narratives within and across the periods they study. 	<ul style="list-style-type: none"> Begin discussing and reasoning how helpful different sources are in learning about the past. 	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiry. Compare some of the times studied with different places or times.



History

Key

Objectives in black should be covered in all history units.

Autumn - Tudors

Spring - Splash

Summer – Think Global, Act Local

Year 4

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding		Knowledge and Interpretation	Historical enquiry & Communication
<ul style="list-style-type: none"> Describe events and periods using BC, AD, decade, century and ancient. Place events and artefacts on a timeline using dates. Understand the concept of change over time, representing this (along with evidence) on a timeline. Begin to develop a chronologically secure knowledge and understanding of British, local and World history. 		<ul style="list-style-type: none"> Know how the local area (WOT) has changed over time. Know how the Tudors lived and influenced our lives. Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> Use evidence to ask and answer questions about the past. Use a range of different sources to find out about the past. Begin identifying whether a source is primary or secondary. Describe the social, ethnic, cultural, or religious diversity of the past. Describe features of the past including the different ideas, beliefs, attitudes and experiences of men, women and children. Use appropriate historical terminology to communicate, including: (before, after, past, period, dates, time period, change, chronology, source, primary source, secondary source) Use a range of skills to communicate historical information, including: (verbal, English, mathematical and computing—all to a good standard)
Challenge			
Year 3	<ul style="list-style-type: none"> Begin to recognise and quantify the different time periods between different periods/ events. 	<ul style="list-style-type: none"> Describe different accounts of a historical event and explain some of the reasons why they may differ. 	<ul style="list-style-type: none"> Use more than one source to gain a more accurate understanding of history. Begin to compare some of the times studied with different places or times.
Year 4	<ul style="list-style-type: none"> Order events and objects in chronological order in relation to previous learning. Begin to establish narratives within and across the periods they study. 	<ul style="list-style-type: none"> Begin discussing and reasoning how helpful different sources are in learning about the past. 	<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiry. Compare some of the times studied with different places or times.



History

Key

Objectives in black should be covered in all history units.

Autumn - Ancient Greece

Spring – On The Latin Side

Summer – Changing Britain

Year 5

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical enquiry & Communication
<ul style="list-style-type: none"> Place events and artefacts on a timeline using dates and historical language accurately. Understand the concept of continuity and change over time, representing this (along with evidence) on a timeline. Develop a chronologically secure knowledge and understanding of British, local and World history. Identify periods of rapid change and contrast them with times of relatively little change. 	<ul style="list-style-type: none"> Know some of the achievements of the Ancient Greek's and how they influenced the western world. Know how Britain has changed over time. Understand that no single source of evidence gives the full answers to questions about the past. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Use a range of different sources to find out about the past. Identify whether a source is primary or secondary and explain reasoning. Select suitable sources of evidence, giving reasons for choices. Compare some of the times studied with different places or times. Describe the social, ethnic, cultural, or religious diversity of the past. Describe features of the past including the different ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use appropriate historical terminology to communicate, including: (time period, dates, era, change, continuity, chronology, source, primary source, secondary source, century, decade, legacy) Use verbal, English, mathematical and computing skills to an exceptional standard to communicate historical information.

Challenge

Year 5	<ul style="list-style-type: none"> Create timelines which outline the development of specific features (e.g. weaponry, space rockets, scientific theory etc.) 	<ul style="list-style-type: none"> Discuss and reason how reliable different sources are. 	<ul style="list-style-type: none"> Use original ways to present information and ideas about the past
Year 6	<ul style="list-style-type: none"> Understand that some ancient civilisations showed greater advancement than other people who lived centuries later 	<ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context of evidence. 	<ul style="list-style-type: none"> Suggest why certain events, people and changes in history might be seen as more significant than others.



History

Key

Objectives in black should be covered in all history units.

Autumn - WWII

Spring – Human Planet

Summer – Bristol

Year 6

Knowledge, Skills and Understanding breakdown for HISTORY

Chronological Understanding	Knowledge and Interpretation	Historical enquiry & Communication
<ul style="list-style-type: none"> Place events and artefacts on a timeline using dates and historical language accurately. Understand the concept of continuity and change over time, representing this (along with evidence) on a timeline. Develop a chronologically secure knowledge and understanding of British, local and World history. Identify periods of rapid change and contrast them with times of relatively little change. 	<ul style="list-style-type: none"> Know some of the causes and consequences of WWII, particularly for life in Britain. Identify continuity and change in the history of the wider city of Bristol. Understand that no single source of evidence gives the full answers to questions about the past. 	<ul style="list-style-type: none"> Use sources of evidence to deduce information about the past. Use a range of different sources to find out about the past. Identify whether a source is primary or secondary and explain reasoning. Select suitable sources of evidence, giving reasons for choices. Compare some of the times studied with different places or times. Describe the social, ethnic, cultural, or religious diversity of the past. Describe features of the past including the different ideas, beliefs, attitudes and experiences of men, women and children. Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use appropriate historical terminology to communicate, including: (time period, dates, era, change, continuity, chronology, source, primary source, secondary source, century, decade, legacy) Use verbal, English, mathematical and computing skills to an exceptional standard to communicate historical information.

Challenge

Year 5	<ul style="list-style-type: none"> Create timelines which outline the development of specific features (e.g. weaponry, space rockets, scientific theory etc.) 	<ul style="list-style-type: none"> Discuss and reason how reliable different sources are. 	<ul style="list-style-type: none"> Use original ways to present information and ideas about the past
Year 6	<ul style="list-style-type: none"> Understand that some ancient civilisations showed greater advancement than other people who lived centuries later 	<ul style="list-style-type: none"> Show an awareness of the concept of propaganda and how historians must understand the social context of evidence. 	<ul style="list-style-type: none"> Suggest why certain events, people and changes in history might be seen as more significant than others.