

History Outcomes

NIGHTINGALE INFANT AND NURSERY SCHOOL



Our History Vision

- to enable pupils to understand how and why people behave as they do now
- to enable them to understand themselves
- to give them the confidence and ability to try to improve themselves and their world
- to help them to develop a sense of responsibility for the world in which later generations will live
- to enable them to ask and answer significant questions
- to enable them to think for themselves and to reach fair and rational conclusions about complex human situations
- to inspire in them a lasting interest in, and enjoyment of, learning about the past

Outcomes for History

Be aware of the past using common words and phrases relating to time	Fit people and events into a chronological frame work	Identify similarities and differences between periods	Use a wide vocabulary of historical terms	Ask and answer questions	Choose and use from stories and other sources to show understanding	Understand some ways we find out about the past	Identify different ways in which the past is represented
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Key Knowledge - EYFS

Pupils will know:

Subject Specific Knowledge:

- Use everyday language related to time
- Order and sequence familiar events
- Describe main story settings, events and principal characters

Key Skills - EYFS

Pupils will be able to:

- talk about past and present events in their own lives and in the lives of family members
- know that other children don't always enjoy the same things, and are sensitive to this
- know about similarities and differences between themselves and others, and among families, communities and traditions.

Key Knowledge – Year 1

Pupils will know:

Subject Specific Knowledge:

- about changes within living memory (toys)
- about events beyond living memory (Bonfire Night; Remembrance; Moon Landings)
- about the lives of significant individuals (Neil Armstrong)
- about local significant events, people and places (St. Edmund's Church)
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Subject Specific Vocabulary:

Old, new, now, then, in the past, today, yesterday, tomorrow, history

Key Skills – Year 1

Pupils will be able to:

- develop an awareness of the past, using common words and phrases relating to the passing of time
- use a wide vocabulary of everyday historical terms.
- ask and answer questions
- understand some of the ways in which we find out about the past

<p align="center">Key Knowledge – Year 2</p> <p>Pupils will know:</p>	<p align="center">Key Skills – Year 2</p> <p>Pupils will be able to:</p>
<p>Subject Specific Knowledge:</p> <ul style="list-style-type: none"> • Events beyond living memory (Great Fire of London) • Lives of significant individuals (Polar explorers; Tim Berners-Lee; Queen Elizabeth II) <p>Subject Specific Vocabulary: same, similar, different, change, time-line, artefact, source, event, enquiry</p>	<ul style="list-style-type: none"> • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events • understand some of the ways in which we find out about the past and identify different ways in which it is represented.
<p align="center">Key Knowledge – Year 3</p> <p align="center">Our Pupils will be moving on to:</p>	<p align="center">Key Skills – Year 3</p> <p align="center">Our Pupils will be moving on to:</p>
<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • the Roman Empire and its impact on Britain • 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 • a local history study <p>(awaiting more info from Junior school re Y3 and Y4 curriculum content)</p>	<ul style="list-style-type: none"> • Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist