

HISTORY CURRICULUM

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

NURSERY	RECEPTION	YEAR 1	YEAR 2
<p>Understanding the World *I am beginning to make sense of my own life-story and family history</p>	<p>Understanding the World *I can talk about the people who I live with. *I can talk about people who help us in the community *Comment on images of familiar situations in the past. *Compare and contrast characters from stories, including figures from the past.</p> <p>EARLY LEARNING GOALS *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class *Understand the past through settings, characters and events encountered in books read in class and storytelling *Talk about the lives of people around them and their roles in society.</p>	<p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Pupils should be taught about: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
		<p>events beyond living memory that are significant nationally or globally</p>	<p>events beyond living memory that are significant nationally or globally</p>
		<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and</p>
			<p>significant historical events, people and places in their own locality.</p>