

## Summerseat Steps in Learning - History

Nursery	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<b>Historical Skills (Steps in Skills)</b> <i>Develop an awareness of the past within a chronological framework to study people and events. Examine similarities and differences between ways of life during different time periods and use phrases related to the passing of time and specific periods. Ask questions and identify ways to answer enquiries using different methods.</i>				
<b>Investigate &amp; Interpret the Past</b>				
<p>Know we can find out about our own past and those of our family from talking to people.</p> <p>Know photographs help to capture the past.</p>	<p><b>ELG - Understand the past through settings, characters and events encountered in books read in class and storytelling.</b></p>	<p>Ask questions I would like to find out the answers to about the past</p> <p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Use simple stories, artefacts, pictures and online sources and databases to understand things that have happened in the past.</p> <p>Identify some of the different ways the past has been represented.</p>	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Use and suggest suitable sources for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history.</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Select suitable sources of evidence giving reasons for choices.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>
<b>Chronology</b>				
<p>Begin to make sense of their own life-story and family's history</p> <p>Begin to describe a sequence of events, real or fictional, using</p>	<p>To place themselves and family on a family tree.</p> <p>To start to place everyday events on a timeline, with support, using language such as first, next, then.</p>	<p>Place events and artefacts in order on a time line.</p> <p>Label timelines with words or phrases such as: past, present, older and newer.</p> <p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p>	<p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use dates and terms to describe events.</p>	<p>Describe the main changes in a period of history using historical terms such as: society, settlement, conflict.</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a time</p>

words such as 'first', 'then...' (Everyday routines)	Compare two items and say which are old and new.			line. Use dates and terms accurately in describing events.
<b>Build an Overview of World History</b>				
		Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.	Describe changes that have happened in the locality of the school throughout history. Give a broad overview of life in Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Identify continuity and change in the history of the locality of the school. Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. Compare some of the times studied with those of the other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
<b>Historical Language</b>				
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Comment on images of familiar situations in the past.  Describe historical events in some detail.  Use the words: past and old.	Use words and phrases that describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy. Use literacy, numeracy and computing skills effectively in order to communicate information about the past. Use original ways to present information and ideas.

## Steps in Knowledge

### Local History Study

(Study of significant historical events, people and places in their own locality.)

Nursery	Reception	KS1 A	KS1 B	LKS2 A	LKS2 B	UKS2 A	UKS2 B
<p>To notice changes in the nursery learning environment. (Indoors and out)</p>	<p><b>ELG - Talk about the lives of the people around them and their roles in society.</b></p>		<p>Know the name of a famous person and / or place near where they live. Talk about key events in their own lives as well as talking about family, friends and other significant people. Differentiate between things that were here 100 years ago and things that were not.</p>		<p>Describe changes that have happened in the locality of the school throughout history.</p>		<p>Identify continuity and change in the history of the locality of the school. Know about a period of history that has strong connections to their locality in Manchester and understand the issues associated with the period. Know how the lives of wealthy people were different from the lives of poorer people during this time.</p>

### Summary of Specific Year Group Knowledge Linked to Breadth of Study

Key Stage One				Key Stage Two			
Nursery	Reception	Class Two A	Class Two B	Class Three A	Class Three B	Class Four A	Class Four B

	<b>Within Living Memory</b> (Study of changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.)			<b>Beyond 1066</b> (A study of an aspect of theme that takes pupils beyond 1066.)			
Begin to make sense of their own life-story and family's history	Talk about members of their immediate family and community. <b>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>	Identify some similarities and differences between my own present and aspects of the past from my own family. Explain what some artefacts were used for.					Know why World War II is important to British history. Know what happened during the Battle of Britain and how it was won. Know how Britain has had a major influence on other parts of the world.
	<b>Beyond Living Memory</b> (Study of events beyond living memory that are significant nationally or globally for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.)			<b>Civilizations from 1000 Years Ago</b> (A study of one non-European society that provides contrasts with British history – Mayans, Islamic Civilization or Benin Civilization)			
Begin to make sense of their own life-story and family's history	<b>ELG - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b>	Identify some similarities and differences between my own life and those of children long ago. Know what we use today instead of a number of older given artefacts. Describe historical events.	Identify some similarities and differences between my own life and those of children long ago. Know what we use today instead of a number of older given artefacts. Know about an event or events that happened long ago, even before their		Know about the impact that the Mayan civilization had on the world. Know why the Mayan civilization were considered an advanced society in relation to that period of time in Europe. Know why the Mayan empire declined.		

			grandparents were born.				
	<p align="center"><b>Lives of Significant People</b></p> <p align="center">(Study of 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 align="center"><b>Ancient Greece</b></p> <p align="center">(A study of Greek life and its influence on the Western world.)</p>			
<p>Begin to make sense of their own life-story and family's history</p> <p>Show interest in different occupations.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Name and describe people who are familiar to them.</p> <p>Show interest in different occupations.</p>	<p>Name a famous person from the past and explain why they are famous.</p> <p>Know about a famous person from outside the UK and explain why they are famous.</p>	<p>Name a famous person from the past and explain why they are famous.</p> <p>Know about a famous person from outside the UK and explain why they are famous.</p>		<p>Know some of the main characteristics of the Athenians and the Spartans.</p> <p>Know about the influence the Gods had on Ancient Greece.</p> <p>Know at least five sports from the Ancient Greek Olympics.</p>		
				<p align="center"><b>Stone Age to 1066</b></p> <p align="center">(A study of the changes in Britain and its impact through the study of Stone age to Iron age, Romans, Anglo-Saxons and Vikings.)</p>			
				<p>Know how Britain changed between the beginning of the Stone age and the Iron age.</p> <p>Know the main differences between the Stone, Bronze and Iron ages.</p> <p>Know what is meant by 'hunter-gatherers'.</p>		<p>Know about the coverage of the Roman Empire and its army.</p> <p>Know how Britain changed from the Iron age to the end of the Roman occupation.</p> <p>Know how the Roman occupation of Britain helped to advance British</p>	

						<p>society. Know how there was resistance to the Roman occupation and know about Boudica. Know about at least one famous Roman emperor.</p> <p>Know how Britain changed between the end of the Roman occupation and 1066. Know about how the Anglo-Saxons attempted to bring about law and order into the country. Know that during the Anglo-Saxon period, Britain was divided into many kingdoms. Know that the way the kingdoms were divided lead to some of our county boundaries today.</p> <p>Know where the Vikings originated from and show this on a map. Know that Anglo-Saxons and Vikings were often in conflict.</p>	
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						Know why the Vikings frequently won battles with the Anglo-Saxons.	
				<b>Ancient Ancients – Approximately 3,000 Years Ago</b> <i>(A study of each civilization – Ancient Sumer, Indus Valley Shand Dynasty - and an in-depth study of Ancient Egypt.)</i>			
				Know about, and name, some of the advanced societies that were in the world around 3000 years ago. Know about the key features of Ancient Egypt. To give reasons why the ancient civilizations were considered advanced.			