

History intent statement.

At St Mary's Primary School we help to inspire children's curiosity about the past. We teach children to have an understanding of Britain's past and that of the wider world.

A historian from St Mary's Primary School will:

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Have a greater insight into the world and community in which we live.
- Love finding out about the past, gaining an understanding of past achievements, events and significant individuals.
- Be able to think critically, ask perceptive questions and make their own judgement from a range of sources.
- Obtain their own sense of self and identity within their own locality and the wider world.

History – Key Stage 1

Foundation Stage

ELG 2021

Understanding the World-Past and Present.

- Talk about the lives of the people around them and their roles in society.
- 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.

Autumn Spring Summer

	Within living memory	Beyond living memory	Lives of significant people	Local history
NC	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	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].	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.	Significant historical events, people and places in their own locality.
Year 1	- Know that the toys their grandparents played with were different to their own - Organise a number of artefacts by age - Know what a number of older objects were used for - Know the main differences between their school days and that of their grandparents - Know that children's lives today are different to those of children a long time ago		Name a famous person from the past and explain why they are famous	Know the name of a famous person, or a famous place, close to where they live
Year 2		- Know about an event or events that happened long ago, even before their grandparents were born - Know what we use today instead of a number of older given artefacts	Know about a famous person from outside the UK and explain why they are famous	- Know how the local area is different to the way it used to be a long time ago - Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)

History – Key Stage 2

	Chronology (Stone age to 1066)	Beyond 1066	Local study	Ancient Ancients	Ancient Greece	Historical enquiry skills
NC	<i>To include:</i> - Stone age to Iron age - Romans - Ango-saxons - Vikings	An aspect of theme that takes pupils beyond 1066.	- A local study linked to one of the periods of time studied under chronology; or - A local study that could extend beyond 1066.	Cover each of and then choose one to look at in depth: - Ancient Egypt - Ancient Sumer - Indus Valley - Shang Dynasty	Greek life and influence on the Western world.	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
Year 3	- Know how Britain changed between the beginning of the stone age and the iron age - Know the main differences between the stone, bronze and iron ages - Know what is meant by 'hunter-gatherers'			- Know that there some advanced civilizations in the world 3000 years ago and know that Britain was not one of them. - Know about, and name, some of the advanced societies that were in the world around 3000 years ago - Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty		- Summarise how Britain may have learnt from other countries and civilizations (historically and more recently) - Research what it was like for children in a given period of history and present findings to an audience
Year 4	- Know how Britain changed from the iron age to the end of the Roman occupation - Know how the Roman occupation of Britain helped to				- Know some of the main characteristics of the Athenians and the Spartans - Know about and can talk about the struggle between the	- Research to find answers to specific historical questions about their locality - Know how their locality has been shaped by what happened in the past

	advance British society • Know how there was resistance to the Roman occupation and know about Boudica • Know about at least one famous Roman emperor				Athenians and the Spartans • Know about the influence the gods had on Ancient Greece • Know about the link between the Ancient Greeks and the modern Olympics Know at least five sports from the Ancient Greek Olympics	• Know how historic items and artefacts have been used to help build up a picture of life in the past • Know about the impact that one period of history had on the world
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	Chronology (Stone age to 1066)	Beyond 1066	Local study	Civilizations from 1000 years ago	Historical enquiry skills
NC	To include: • Stone age to Iron age • Romans • Anglo-Saxons • Vikings	• An aspect of theme that takes pupils beyond 1066.	• A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066.	Cover one of: • Mayans • Islamic Civilizations • Benin Civilization	• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
Year 5	• 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 about a period of history that has strong connections to their locality and understand the issues associated with the period • Know where the Vikings originated from and show this on a map • Know that the Vikings and Anglo-Saxons were often in conflict		• Describe events from the past using dates when things happened • Know how an event or events from the past has shaped our life today • Draw an accurate timeline with different historical periods showing key historical events or lives of significant people • Know how the lives of wealthy people were

	• Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Use a time line to show when the Anglo-Saxons were in England		• Know why the Vikings frequently won battles with the Anglo-Saxons		different from the lives of poorer people
Year 6		• Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history • Know how to place historical events and people from the past societies and periods in a chronological framework • Know how crime and punishment has changed over a period of time • Know how Britain has had a major influence on the world		• Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin • Know why they were considered an advanced society in relation to that period of time in Europe	• Research in order to find similarities and differences between two or more periods of history • Know how to place features of historical events and people from the past societies and periods in a chronological framework • Know about the main events from a period of history, explaining the order of events and what happened • Know that many of the early civilizations gave much to the world