

**History Intent: History at Elmbridge is about encouraging children to be inquisitive about the past, in relation to their locality and the world. History allows children to learn from events in the past, explore the decisions made and understand the consequences.**

	Chronology	Sources	Continuity and change	Historical enquiry	Key figures in history/links to Gloucester
Year R	<ul style="list-style-type: none"> <li>Begin to develop an understanding of the past.</li> </ul>	<ul style="list-style-type: none"> <li>Secondary sources – information about key figures and events in History</li> </ul>	<ul style="list-style-type: none"> <li>Identify the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Identify continuity and change in the history of the locality of the school</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to visitors</li> </ul>	<ul style="list-style-type: none"> <li>Florence Nightingale</li> <li>Neil Armstrong</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Identify events beyond living memory that are significant nationally - Great fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Choose and use parts of stories to show that I know and understand key features of events.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> </ul>	<ul style="list-style-type: none"> <li>Identify changes within living memory – toys</li> <li>Identify continuity and change in the history of the locality of the school – Gloucester housing</li> <li>Identify similarities and differences between ways of life in different periods</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions using sources – physical toys to handle.</li> <li>Use parts of a story to show understanding of key events.</li> </ul>	<ul style="list-style-type: none"> <li>Gloucestershire houses</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Place eras/events on a time line</li> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Describe historical events – Roman invasion of Britain</li> </ul>	<ul style="list-style-type: none"> <li>Use artefacts and pictures from the past</li> <li>Identify some of the different ways that the past has been presented – stories, pictures, photographs, sources.</li> <li>Observe evidence to ask and answer questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that there are reasons why people in the past acted as they did – Rosa/Emily</li> <li>Identify significant historical events, people and places in their own locality – Romans</li> <li>Identify similarities and differences between ways of life in different periods</li> <li>Identify continuity and change in the history of the locality of the school – Gloucester cathedral</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle evidence to ask questions and find answers.</li> <li>Use parts of a story to show understanding of key events.</li> <li>Use evidence to ask questions and find answers to questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Compare two people from periods – Rosa Parks and Emily Davison</li> <li>Roman history of Gloucester</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Place eras and historical figures on a time line using dates – stone age, iron age, Romans.</li> <li>Use dates and terms to describe events.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest suitable sources of evidence for historical enquiries – photos, text, artefacts – give children a selection.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history – Roman artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest causes and consequences of some of the main events and changes in history – Stone Age compared with Iron Age Hill forts</li> <li>Describe the social, ethnic, cultural or religious diversity of past society – Islamic civilisations/Ancient Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past – link to Stone Age farming.</li> </ul>	<ul style="list-style-type: none"> <li>Stone age/bronze age/iron age               <ul style="list-style-type: none"> <li>Birdlip lady</li> <li>Buried with two men – sons? Bodyguards?</li> <li>Bronze mirror – would have been a sign of wealth. Largest ever found.</li> </ul> </li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>Place eras and historical figures on a timeline using dates</li> <li>Understand the concept of change overtime and represent this, along with evidence, on a timeline.</li> <li>Use dates and terms to describe events.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> </ul>	<ul style="list-style-type: none"> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Suggest suitable sources of evidence for historical enquiries – photos, text, artefacts – give children a selection.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> <li>Changes in the Slave Trade</li> <li>Describe changes that have happened in the locality of the school throughout history – Roman civilisation. Gloucester was a Colonia. Roman fort under Kingsholm</li> </ul>	<ul style="list-style-type: none"> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use evidence to ask questions and find answers to questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Bishop John Hooper <ul style="list-style-type: none"> <li>Bishop of Gloucester – Cathedral</li> </ul> </li> <li>Queen Mary</li> <li>Roman civilisation – Gloucester city centre</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Place eras and historical figures on a timeline using dates</li> <li>Understand the concept of change overtime and represent this, along with evidence, on a timeline.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that no single source of evidence gives the full answer to questions – multiple sources to gather evidence from.</li> <li>Select suitable sources of evidence, giving reasons for choices – as above</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children – British empire in India</li> <li>Identify significant historical events, people and places in their own locality – Jemmy Wood</li> </ul>	<ul style="list-style-type: none"> <li>Refine lines of enquiry – research</li> <li>Use sources to develop an understanding of purpose through enquiry.</li> <li>Use evidence to ask questions and find answers to questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>Mahatma Ghandi</li> <li>Queen Victoria – use of Gloucester train station to avoid the outbreak of Cholera. We lost her luggage and she vowed never to visit again!</li> <li>Jemmy Wood – Charles Dickens (links to literature)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Place eras. Key events and historical figures on a timeline using dates</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology.</li> <li>Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Understand that no single source of evidence gives the full answer to questions – multiple sources to gather evidence from.</li> <li>Select suitable sources of evidence, giving reasons for choices – as above</li> </ul>	<ul style="list-style-type: none"> <li>Identify periods of rapid change – ww2 – women working in factories and farming. Air raid shelters at school.</li> <li>Describe the characteristics features of the past, including ideas, beliefs, attitudes and experiences of men, women and children – life during ww2.</li> <li>Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	<ul style="list-style-type: none"> <li>Undertake an independent enquiry into the events leading up to the Battle of Britain.</li> <li>Refine lines of enquiry – research</li> <li>Use evidence to ask questions and find answers to questions about the past</li> <li>Use sources to develop an understanding of purpose through enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Malcolm X and Martin Luther King</li> <li>Winston Churchill</li> <li>Adolf Hitler</li> <li>Gloucester plane manufacturing</li> <li>RAF Quedgeley</li> </ul>