EYFS & KS1

History Intent

I will be a Historian and learn about the past.

History End Points- Yearly

KS2

History Intent

I will be curious so I can learn new knowledge to help me be a Historian.

Intent	History is all around us. Our History Curriculum ignites children's interest about the past in Britain and the wider world and is designed to build on children's prior learning, introduce new experiences and enable children to make connections between their skills, knowledge and concepts and work independently and collaborating with others.		
EYFS	**Key Stage 1**	**Lower Key Stage 2**	**Upper Key Stage 2**
• 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.	• Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. • Describe historical events. • Describe significant people from the past. • Use dates where appropriate. • Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history.	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe changes that have happened in the locality of the school throughout history. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use appropriate historical vocabulary to communicate, including: a) Dates b) time period c) era d) change e) chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Select and use sources of evidence to deduce information about the past, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Identify continuity and change in the history of the locality of the school. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use appropriate historical vocabulary to communicate, including: a) Dates b) time period c) era • chronology d) continuity e) change f) century g) decade h) legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.