HISTORY EYFS : Understanding the world : Past and Present			
EYFS Development Matters Statements for Reception Children...	Examples of how we might support this...	Enabling Environments	Specific Longman's Hill examples...
 Comment on images of familiar situations in the past **[UTW P65]** Compare and contrast characters from stories, including figures from the past. **[UTW P65]**	• Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. • Show images of familiar situations in the past, such as homes, schools, and transport. • Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. • Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling, listen to what children say about them. • In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.	• Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other. • Provide opportunities to observe things closely through photographs. • Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, tape recording, drawing and writing. • Provide children with a variety of characters both from the past and the present. • Study, learn and enjoy traditional tales.	• Visiting local landmarks like Selby Abbey. • Use Digimaps to study changes that have happened to our local area in past years. • Study the timelines around school, thinking about organising events. • Completing the class calendar every day using the language of time, discussing past events. EG: what happened at the weekend. Building the foundations for understanding chronology. • Looking at toys from the past and comparing them to present day toys. • Looking at familiar places, like the seaside in the past and comparing it to the present day. • Study traditional tales and talk about how they may have changed or evolved over time. • Provide opportunities for children to talk about significant past events in their own lives through 'Special Boxes' and 'Show and Tell.' • Keeping a diary for our 'take home toy' Wilfred.

ELG: Past and Present (Understanding the World)

Children at the expected level of development will:

- 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.

HISTORY	YEAR 1	YEAR 2	YEAR 3 & YEAR 4	YEAR 3 & YEAR 4	YEAR 5 & YEAR 6	YEAR 5 & YEAR 6
	Annually	Annually	(CYCLE A)	(CYCLE B)	(CYCLE A)	(CYCLE B)
THRESHOLD CONCEPTS FOR HISTORY	Understanding world history					
	Understanding chronology					
	Interpreting history					
	Conducting historical enquiry					
	Presenting, Organising and Communicating Ideas					
THRESHOLD CONCEPT: UNDERSTANDING WORLD HISTORY	KNOWLEDGE (Semantic)	• Recognise some similarities and differences between the past and the present; • Identify similarities and differences between ways of life in different periods; • Know and recount episodes from stories and significant events in history; • Understand that there are reasons why people in the past acted as they did		• Note key changes in Selby over a period of time and be able to give reasons for those changes; • Find out about the everyday lives of people in time studied compared with our life today; • Explain how people and events in the past have influenced life today; • Identify key features, aspects and events of the time studied;		• Identify and note connections, contrasts and trends over time in the everyday lives of people; • Use appropriate historical terms such as culture, religious, social, economic and political when describing the past; • Examine causes and results of great events and the impact these had on people;	
		CHANGES WITHIN LIVING MEMORY (Autumn Term Y1 - TOYS) Make a family tree/ timeline of own lives. Recount changes that have occurred in their own lives. See Knowledge organiser "Toys" **SIGNIFICANT HISTORICAL EVENTS, PEOPLE AND PLACES IN THEIR LOCALITY (Summer Term Y1)** Describe significant people in the locality from the past.: Selby Abbey- Abbot Benedict 1069/ Selby then & now. See Knowledge Organiser "Selling Selby"	**LIVES OF SIGNIFICANT INDIVIDUALS IN THE PAST WHO HAVE CONTRIBUTED TO NATIONAL/INTERNATIONAL ACHIEVEMENTS (Autumn Term Y2)** Describe significant people from the past.- Florence Nightingale & Mary Seacole- Crimean war Compare to Edith Cavell WW1 Recognise that there are reasons why people in the past acted as they did. See Knowledge organiser "Nurturing Nurses" **EVENTS BEYOND LIVING MEMORY THAT ARE SIGNIFICANT BOTH NATIONALLY & GLOBALLY (Summer Term Y2)** Describe significant people and events from the past.: Samuel Pepys / the Great fire of London 1666 See Knowledge organiser "Fire of London"	**LOCAL HISTORY STUDY (THEME: SELBY TIMES)** See Knowledge Organiser "Selby Times" **BRITAIN'S SETTLEMENT BY THE ANGLO-SAXONS AND SCOTS (THEME: NOW & THEN)** See Knowledge Organiser "Anglo-Saxons & Scots"	**VIKING & ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGALND TO THE TIME OF EDWARD THE CONFESSOR (THEME: VICIOUS VIKINGS)** See Knowledge Organiser "Vikings and Anglo-saxons" **ACHIEVEMENTS OF EARLIEST CIVILISATIONS- SHANG DYNASTY (THEME: EASTERN PROMISE)** See Knowledge Organiser "Shang Dynasty"	**STONE AGE TO IRON AGE (THEME: LEAVE NO STONE UNTURNED)** See Knowledge Organiser "Stone Age to iron Age" **ROMAN EMPIRE AND ITS IMPACT ON BRITAIN (THEME: ROME WASN'T BUILT IN A DAY)** Identify continuity and change in the history of the locality of the school (History of York) See Knowledge Organiser "Romans"	**A NON-EUROPEAN SOCIETY- THE MAYANS (THEME: TOTALLY TROPICAL)** See Knowledge Organiser "The Mayans"" **A STUDY OF GREEK LIFE / INFLUENCE ON WESTERN WORLD (THEME: GREECE IS THE WORD** See Knowledge Organiser "Ancient Greeks" **A STUDY OF BRITISH LIFE BEYOND 1066 (THEME: ALL THE KING'S HORSES)** Give a broad overview of life in Britain during the Tudor See Knowledge Organiser "Tudors"

		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 THRESHOLD CONCEPT: UNDERSTANDING CHRONOLOGY	SKILLS (Procedural knowledge)	Describe memories / events and changes in their own life. Develop a simple awareness of the past. Sequence pictures of 3 or 4 artefacts from distinctly different periods of time and place on simple timeline Place events on a simple timeline and label with words.	Sequence photographs from different periods of their life Develop an awareness of the past. Sequence pictures of artefacts closer together in time. Check accuracy using books/ICT. Place events on a simple timeline, adding words/ phrases and dates. Order dates from earliest to latest on a timeline.	Place the time studied on a time line, comparing where it fits with other topics previously studied. Develop a simple understanding of the concept of change over time. Sequence several events, artefacts or historical figures within a specific time in history. Place several events, artefacts or historical figures within a specific time in history on a timeline and add specific dates. Understand that a timeline can be divided into BC (before Christ) and AD (Anno Domini)	Begin to develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. Understand the concept of change over time. Use terms related to the study unit and passing of time Sequence several events, artefacts or historical figures within history, including those that are sometimes further apart. Place several events, artefacts or historical figures within a specific time in history on a timeline and add specific dates.	Place features of historical events and people from past societies and periods studied in a chronological framework / timeline. Make comparisons between different times in the past. Use dates and historical terms more accurately to describe events in the study period. Sequence previously studied topics on a timeline to gain greater historical perspective.	Develop a chronologically secure knowledge and understanding of British, local and Word History, establishing clear narratives within and across the periods studied. Describe the main changes in the study period using terms such as social, religious and cultural. Create timelines which outline the development of specific features eg weaponry, medicine, transport, Explain the chronology of different time periods (local, British and world history) and how they relate to one another on a timeline to establish historical perspective. Understand that some historical events happened concurrently but in different locations in the world

THRESHOLD CONCEPT: INTERPRETING HISTORY	SKILLS (Procedural knowledge) (understand how our knowledge of history is constructed from a range of sources/ evidence)						
		Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts. Use pictures, photos, accounts, paintings and stories to find out about the past. Compare pictures / photos of people/ events in the past.	Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts. Identify ways that the past is represented Use pictures, photos, accounts, paintings and stories to find out about the past. Discuss reliability of each type of evidence Compare two versions of a historical event.	Identify and give reasons for the different ways in which the past is represented. Look at representations of the period e.g. Museum, cartoons etc. Distinguish between different sources Compare different versions of the same story. Note connections in Historical periods studied. Note connections and cause and effect in Historical periods studied.	Identify and give reasons for the different ways in which the past is represented. Look at and evaluate the evidence available. Begin to evaluate the usefulness of different sources. Note connections in Historical periods studied.	Know that people in the past may have represented events in a way to persuade others. Use a wide range of evidence to learn about the past. Start to understand the difference between primary / secondary sources. Evaluate the usefulness of different sources. Compare different accounts of events from different sources – fact or fiction? Similarities/ differences? Offer some reasons for different versions/ interpretations of events.	Know that people in the past may have represented events in a way to persuade others. Begin to develop an understanding of the concept of propaganda. Find and analyse a wide range of resources to learn about the past. understand the difference between primary / secondary sources & the impact on reliability Link sources of evidence and work out how conclusions were arrived at. Offer clear reasons for different versions/ interpretations of event, linking this to factual understanding. . Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Be aware that different evidence will lead to different conclusions.

 THRESHOLD CONCEPT: CONDUCTING HISTORICAL ENQUIRY	SKILLS (Procedural knowledge)	Ask simple questions about historical events/ artefacts/ people. Find answers to these questions using artefacts, pictures, stories. Use vocabulary such as question, find out, evidence, how, why, when, because, I wonder what/if/when/why.	Ask and answer a variety of questions about historical events/ artefacts/ people. Use a variety of sources evidence (artefacts, pictures, photos, stories, accounts, internet research) to answer questions about the past on the basis of simple observations Use vocabulary such as question, find out, evidence, collect, history, information, research, sources, artefacts, objects, historian, investigate	Answer and sometimes devise appropriate Historical questions, using their growing Historical knowledge. Use a range of sources to find out about a period/ event in the past. Observe small details in sources of evidence – artefacts, pictures.	Regularly answer and independently devise own Historically valid questions. Choose relevant material to present a picture of one aspect of life in time past. Gather more detail from sources such as maps to build a clearer picture of the past	Answer and devise own Historically valid questions about change, cause, similarity and difference and significance. Use evidence to build up a picture of a past event. Use a range of sources to find out about an aspect of time past.	Investigate own lines of enquiry by posing historically valid questions. Use a range of sources to find out about an aspect of time past. Eg ceramics, pictures, documents, printed sources, posters, online material, photos, artefacts, statues, sculptures, historic sites. Recognise when they are using primary and secondary sources.
 THRESHOLD CONCEPT: PRESENTING, ORGANISING AND COMMUNICATING IDEAS	SKILLS (Procedural knowledge)	Talk, draw and begin to write about things from the past.	Communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT.	Communicate their knowledge through discussion, pictures, drama writing and ICT. Begin to construct own responses about one aspect of life / an event in the past.that involve selection of relevant Historical information. Use the library and internet, with support, to research one agreed aspect of an event/ time period.	Present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides Construct own informed responses about one aspect of life / an event in the past.that involve thoughtful selection and organisation of relevant Historical information. Use the library and the internet , with support, for own personal research.	Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; Select relevant sections of information to construct an account. Independently research an event / period in time using a range of sources, including using online materials.	Present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports; Bring knowledge gathered independently from several sources together in a fluent, detailed account. Plan and present a self-directed project or research about the studied period.

SUBJECT SPECIFIC VOCABULARY	Time Past Present future Older Newer Changes Living Dead Memory Events Significant Timeline Chronology Sources Recently When my parents / grandparents were children..	a long time ago recently when my parents/carers were children, years decades centuries period sources Nation National Global Monarch parliament government war remembrance modern, old-fashioned timeline in the ….times	Cause Consequence Early civilisation Iron age Stone age Empire Civilisation Monarch Significance Similarity Difference Historical data Dates time period era change chronology connection Contrast Trend Use specific dates BC, AD ancient, century decade ruled, reigned, empire, invasion conquer, kingdoms	Cause Consequence Early civilisation Iron age Stone age Empire Civilisation Monarch Significance Similarity Difference Historical data Society Period connection Contrast Trend BC, AD Specific Dates time period era, change, chronology, ancient, century, decade	legacy dates invasion propaganda Mayan civilisation Ancient Greece Tudor Romans Stone Age Iron Age BC, AD Specific Dates time period era, change, chronology, ancient, century, decade democracy, civilisation, social, political, economic, cultural, religious;	legacy dates invasion propaganda Mayan civilisation Ancient Greece Tudor Romans Stone Age Iron Age Empire civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance BC, AD