History @MANDEVILLE

History is my past

History at Mandeville delves into the stories and achievements of the past as a way to understand the world in which we live today. Our pupils are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and cultivate perspective and reasoned judgement. The development of historical skills alongside an accumulation of knowledge will help our pupils to decipher fact from fiction and reality from propaganda as we celebrate the diversity of both our history and of our community today. At every opportunity, we utilise our rich, inspiring local heritage and historical resources in and around St Albans to embrace history as a living and ever changing subject.	
FS Curriculum	**KPI**
Understand how stories, pictures and objects can tell us about things from the past that have really happened.	Can order and sequence familiar events using everyday language related to time.
Children talk about past and present events in their own lives and in the lives of family members.	
They talk about the features of their own immediate environment and how environments might vary from one time or place to another.	Can develop an understanding of changes over time
Children know how to talk about changes in their family that have occurred over time.	Can recognise and describe special times or events for families or friends

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Progression of vocabulary
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Year 1 Curriculum	**KPI**
Pupils should start to develop an awareness of the past, using common words and phrases relating to the passing of time.	Use every day historical terms and common words and phrases relating to the passing of time
Children to identify similarities and differences between ways of life in different periods.	
They begin to develop a vocabulary of everyday historical terms.	
They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.	Ask and answer questions relating to history
They should understand some of the ways in which we find out about the past including pictures and writing from the time.	
They understand changes within living memory as well as beyond, that are significant nationally or globally Where appropriate, these should be used to reveal aspects of change in national life.	Identify similarities / differences between ways of life at different times
Children beginning to be aware of significant historical events, people and places in their own locality.	Make simple observations about different types of people, events, beliefs within a society

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Year 2 Curriculum	**KPI**
Pupils should continue to develop an awareness of the past, They should know where the people and events they study fit within a chronological framework	Know where all people / events studied fit into a chronological framework
Children to learn about chronology and where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	
They should use an increasing vocabulary of everyday historical terms.	Use vocabulary of everyday historical terms
They should ask and answer historical questions using a number of different type of sources including stories, pictures, artefacts and historical opinion	Understand some ways we find out about the past
They should understand an increasing number of the ways in which we find out about the past and the different ways in which it is represented.	Recognise why people did things, why events happened and what happened as a result
Children to be aware of significant historical events, people and places in their own locality.	
Begin to show understanding and knowledge 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.	Talk about someone who was historically important and why (e.g. in a simple historical recount)

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Year 3 Curriculum	**KPI**
Pupils should have an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework	Identify different ways in which the past is represented
Children to identify similarities and differences between ways of life in different periods.	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Learn about the achievements and influence of Ancient Greece.	Continue to develop chronologically secure knowledge of history
They should begin to identify connections, contrasts and trends over time and develop the appropriate use of historical terms to discuss them. They should begin address and sometimes devise historically valid questions about, similarity and difference, and significance.	Develop the appropriate use of historical terms
Learn about changes in Britain from the Stone Age to the Iron Age	Identify historically significant people and events in situations

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<tr><th>Year 4 Curriculum</th><th>KPI</th></tr>
<tr><td>Pupils should develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
Romans, Anglo-Saxons, Vikings, 1066</td><td rowspan="2">Continue to develop chronologically secure knowledge of history</td></tr>
<tr><td>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and devise historically valid questions about change, cause, similarity and difference, and significance to today's society</td></tr>
<tr><td>The Roman Empire and its impact on Britain
Britain's settlement by Anglo-Saxons and Scots
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
1066</td><td>Identify historically significant people and events in situations</td></tr>
<tr><td>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</td><td>Understand how knowledge of the past is constructed (from a range of sources)</td></tr>
<tr><td></td><td>Understand that different versions of the past may exist, giving some reasons for this</td></tr>
</table>

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Year 5 Curriculum	**KPI**
Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Establish clear narratives within and across historical periods studied
Within each topic children should be taught about the significant people within that time period, the challenges they faced and how they have shaped modern life as we know it.	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. Identifying similarities and differences across happening in similar time periods in different places	
They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Regularly address and sometimes devise historically valid questions
Within each topic children should be taught about its relevance within the wider world and how Britain is shaped culturally today as a result.	Describe social, cultural, religious and ethnic diversity in Britain and the wider world

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Year 6 Curriculum	**KPI**
Children should now be confident using and questioning historical terms and vocabulary. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Note connections, contrasts and trends over time and location and give historically plausible reasons for these.
Within each topic children should learn how significant people can come from a variety of backgrounds to shape their society and modern life as we know it.	
Children should be connecting the different historical periods that have learnt in KS2 and in Y6 to compare and contrast and see how the world is shaped as a result.	
They should construct detailed responses that involve thoughtful selection and organisation of relevant historical information. Linking periods of history together and the overlap within Britain and the world.	Construct informed responses by selecting and organising relevant historical information
Children should be able to consider the relevance of the source of information and learn to question what they are reading.	Begin to understand how and why different interpretations of the past exist and the impact this may have.
Teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.	Identify and give reasons for, results of, historical events, situations, changes

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