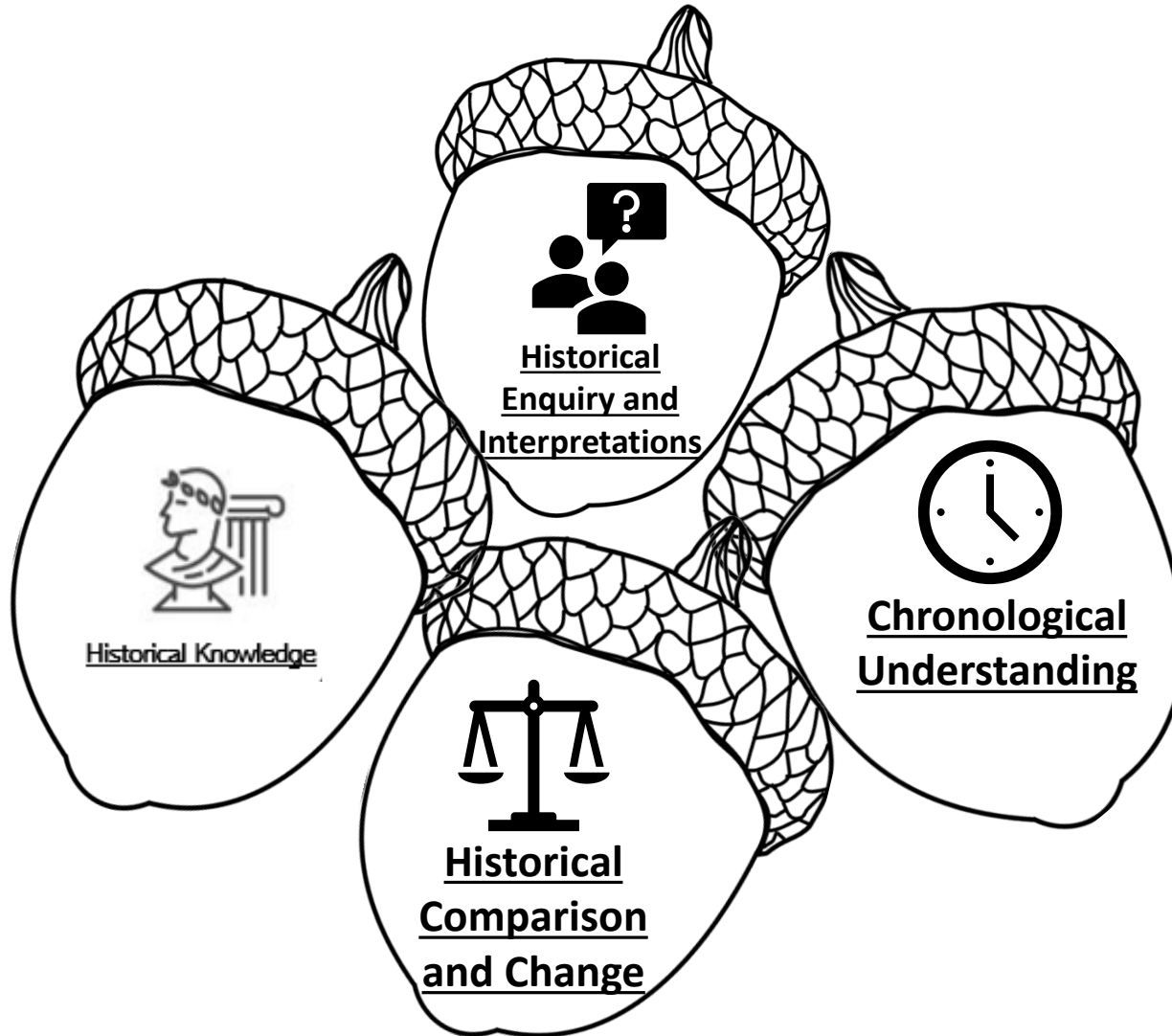


HISTORY AT HAMSEY GREEN PRIMARY



History at Hamsey Green

Intent:

Our aim is to enable all children to engage in a wide range of historical enquiries that deepen their understanding of people and events from the past, both in Britain and across the world. Through the study of cause and effect, they will develop a strong sense of chronological understanding—connecting British history with global developments. This approach will foster a lifelong curiosity about the past and its relevance to the present.

Our Key Aims:

Develop Chronological Understanding

Establish a secure grasp of key historical periods, events, and timelines, while recognising how they interconnect and influence one another.

Foster Enquiry and Critical Thinking

Encourage children to ask thoughtful questions, analyse sources, evaluate evidence, and draw well-reasoned conclusions about the past.

Explore Diversity and Perspective

Develop an appreciation for the complexity of people's lives, the diversity of cultures and societies, and the patterns of change and continuity over time.

Understand Historical Concepts

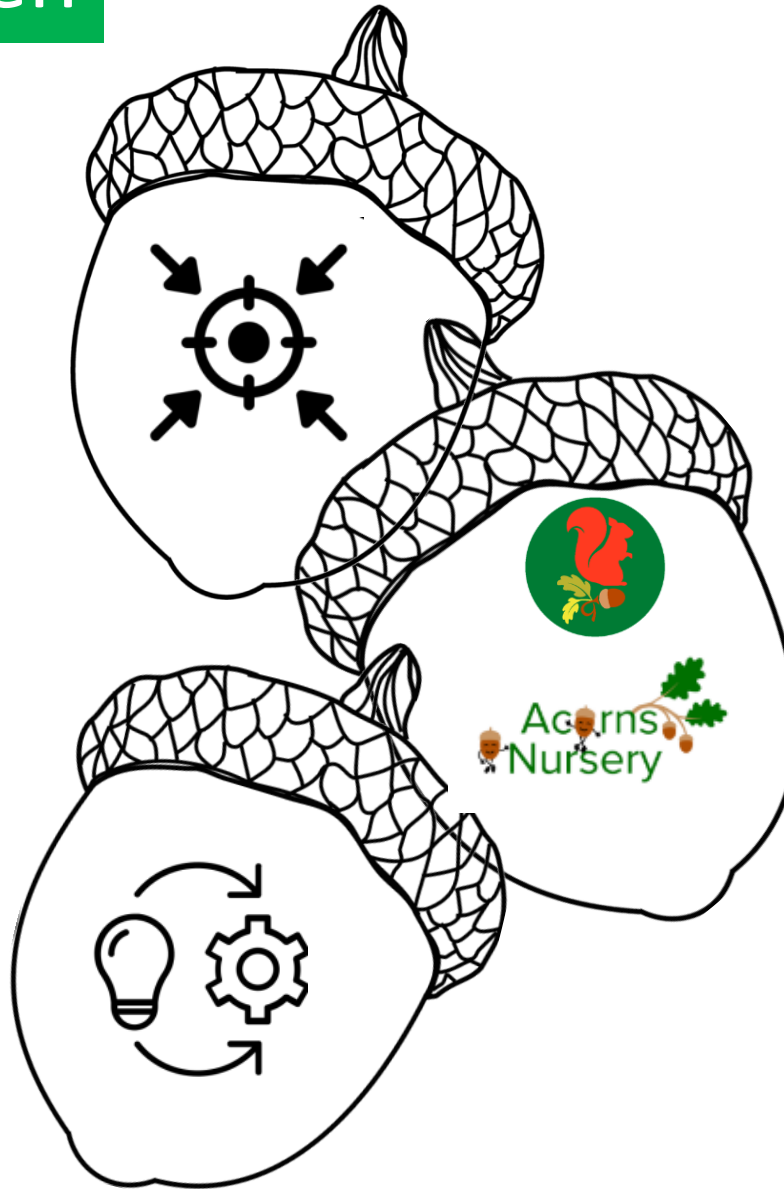
Embed core historical concepts such as cause and consequence, similarity and difference, significance, and multiple interpretations of the past.

Connect Past and Present

Help children understand how historical events shape the world today and influence their own identities and communities.

Build Local and Global Awareness

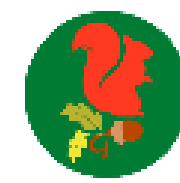
Provide opportunities to explore history at local, national, and global levels, building a well-rounded perspective on how the past continues to shape our lives.



Implementation:

- History is taught termly through a question-led approach, designed to develop both the knowledge and skills outlined in the National Curriculum Programmes of Study.
- Carefully sequenced topics ensure clear progression and comprehensive coverage, with teachers planning engaging and thought-provoking lessons to spark curiosity and deepen understanding.
- Key questions drive each lesson, encouraging children to examine evidence, evaluate arguments, draw connections, and strengthen their critical thinking—ultimately empowering them to form their own informed judgements.
- Educational visits and guest speakers are woven into the curriculum to enrich learning, offering real-world connections and broadening children's historical perspectives.
- A wide range of historical resources and artefacts is used to support enquiry, enabling children to gather evidence, make meaningful comparisons, and build a rich understanding of the past.

History Skills

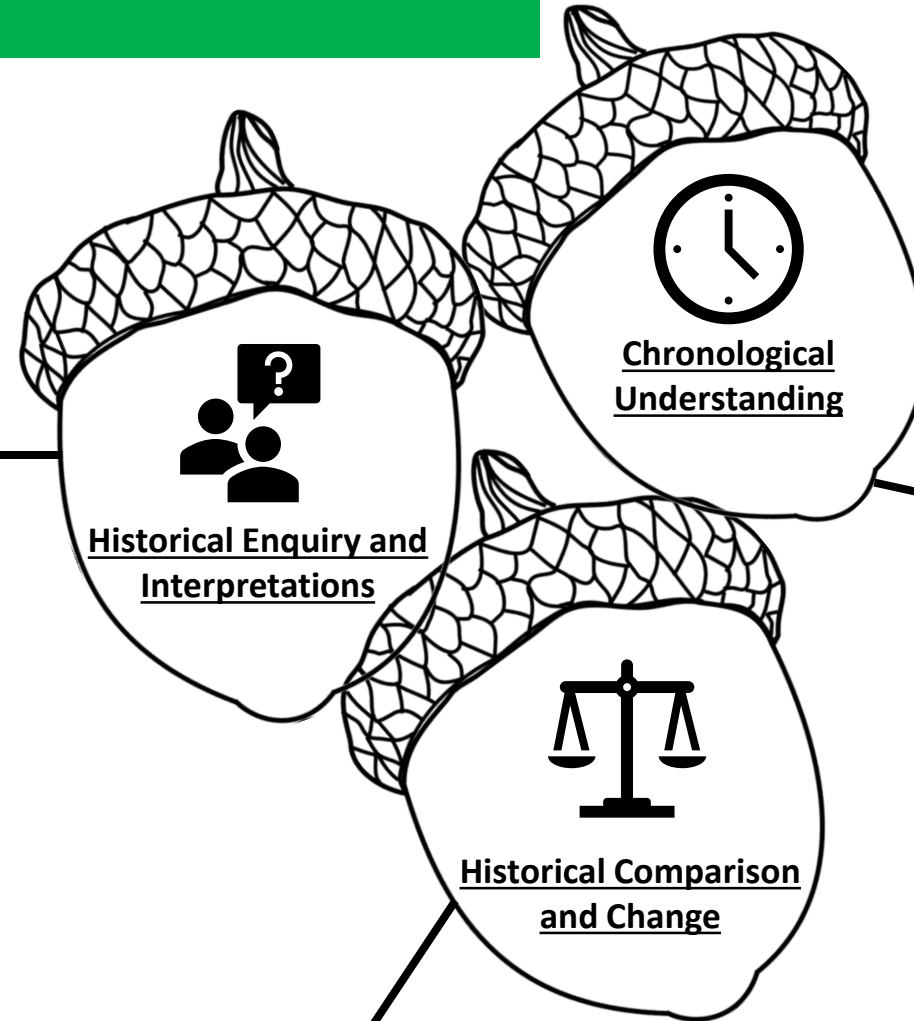


Hamsey Green
Primary School

In EYFS, children begin to explore the concept of time by examining objects and photographs, developing the ability to distinguish between the past and the present. They will also begin to talk about their own experiences in relation to these time periods.

In Key Stage 1, children build on this understanding by using simple sources of information to learn about the past. They start to ask their own questions and begin to consider the reliability of the sources, making basic inferences about historical events.

In Lower Key Stage 2, children take a more active role in their learning by formulating their own enquiry questions and conducting research. They use artefacts and evidence to support their interpretations and justify their points of view. By Upper Key Stage 2, children are able to distinguish between primary and secondary sources. They use a range of evidence to support their ideas and present their findings in coherent reports, drawing detailed conclusions about the past.



In EYFS, children begin to sequence objects and photographs, developing an early sense of chronological order. They also start using basic vocabulary related to time and chronology.

In Key Stage 1, children create simple timelines by sequencing personal life events and ordering a small number of artefacts. They begin to identify and name historical periods, placing key events from studied eras in the correct chronological order.

In Lower Key Stage 2, children build on this foundation by using more precise chronological vocabulary and sequencing a wider range of historical events. They develop an understanding of the distinctions within and between time periods and begin to organise them accordingly.

By Upper Key Stage 2, children can construct more detailed and accurate timelines that include numerous events. They make connections between different time periods and begin to identify overarching narratives and themes that define specific eras in history.

In EYFS, children begin to talk about changes in their own lives, using their family history as a reference point to understand the concept of time and continuity. In Key Stage 1, children start to make simple comparisons between life in modern Britain and the past. They observe changes over time and compare the lives of significant individuals from different periods in history. In Lower Key Stage 2, children deepen their understanding by comparing different historical periods. They explore similarities and differences in cultural aspects such as religion, social structures, and everyday life. By Upper Key Stage 2, children explore the causes and effects of historical events. They compare developments both within and across historical periods and begin to explain how past events have shaped modern society.

History skills EYFS

I can look at photographs and recognise objects that are from the past.

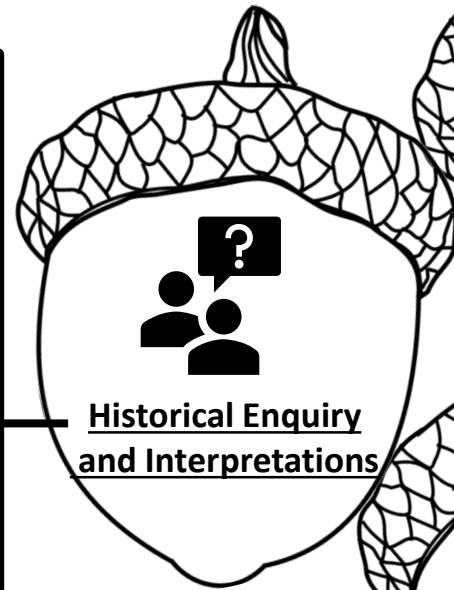
I can describe an event from my past and present and explain why that is important.

I can explain why some things have happened in my life.

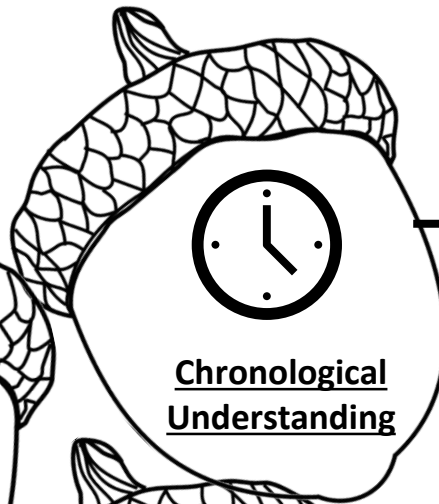
I can use stories to distinguish between past and present.

I can use stories to distinguish fact and fiction.

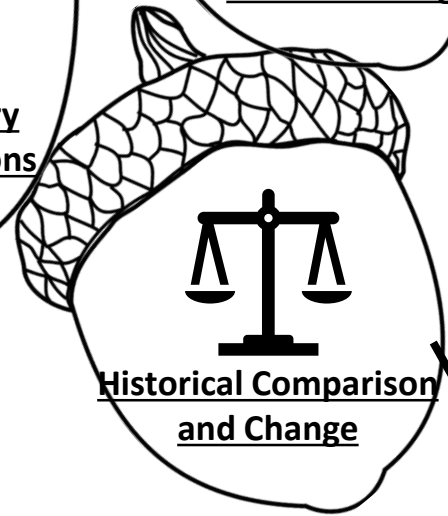
I can answer how and why questions.



Historical Enquiry
and Interpretations



Chronological
Understanding



Historical Comparison
and Change

I can sequence photographs from different parts of my life.

I can match objects to people of different ages.

I can order events on a timeline for a significant person.

I can order key events in my own life.

I can use the correct vocabulary to talk about the past and present.

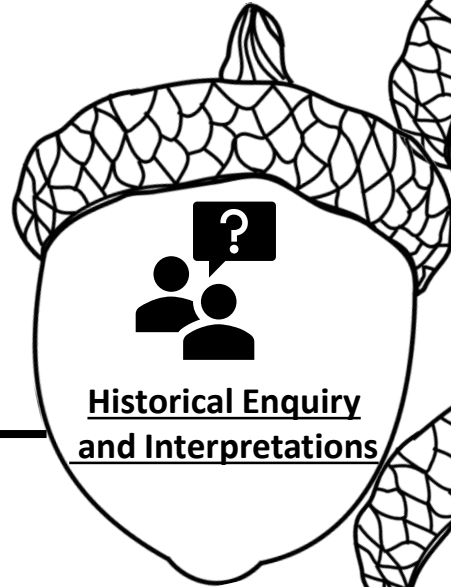
I can discuss changes that have happened to me in my lifetime. I know that some things were different for my parents/grandparents.

I can compare things that have happened in my parents and my grandparent lives. I know that some objects used to be different to how they are now.

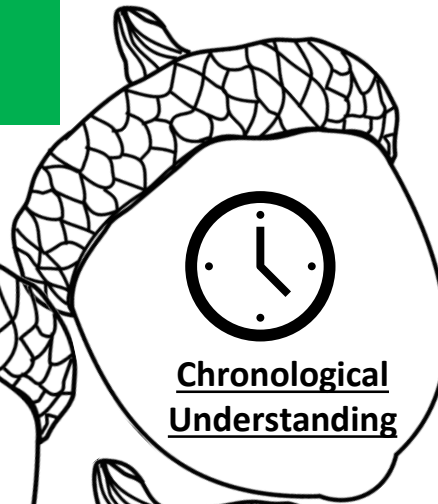
I can compare objects from then and now.

History Skills YEAR 1

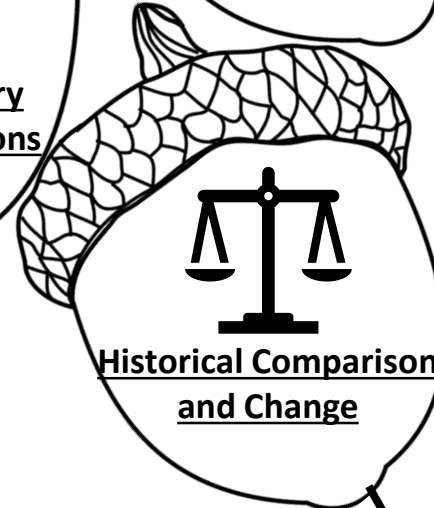
I can pose simple questions to find out about the past.
I can use stories and pictures to help me understand the difference between fact and fiction.
I can use photographs, illustrations, and simple texts to find out about people, events, and objects from the past.
I can match pictures and artefacts to the correct time periods.
I can talk about important people from the past and explain why they mattered.



Historical Enquiry
and Interpretations



Chronological
Understanding



Historical Comparison
and Change

I can sequence events in my own life.
I can use words and phrases that show the passing of time.
I can match objects to people of different ages.
I can sequence 3 or 4 artefacts from different periods of time.
I can organise events into a simple timeline.
I can order decades in the correct chronological order.
I know where the people I have studied fit on a timeline.
I know about and can retell events from the past.

I can ask simple questions to find out about the past.
I can use stories, pictures, and simple texts to learn about people, events, and objects from the past.
I can tell the difference between fact and fiction using stories and pictures.
I can match pictures and objects to the correct time periods.
I can talk about important people from the past and explain why they are significant.

History Skills YEAR 2

I can pose simple questions to help me find out about the past.

I can use simple texts, pictures, and artefacts to learn about people who lived a long time ago.

I can observe and handle objects and sources to help me ask and answer questions about the past.

I can use photographs, illustrations, and maps to compare how places have changed over time.

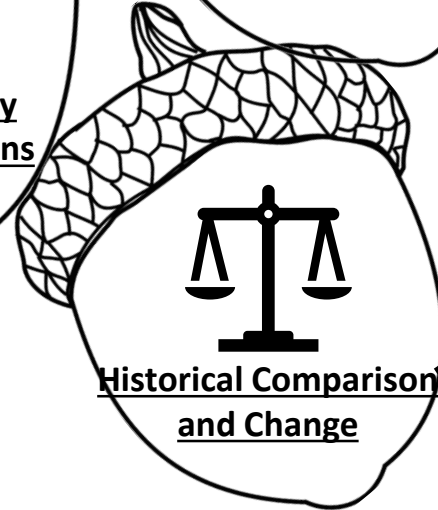
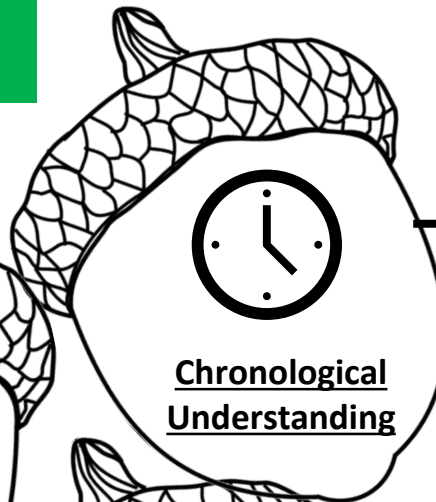
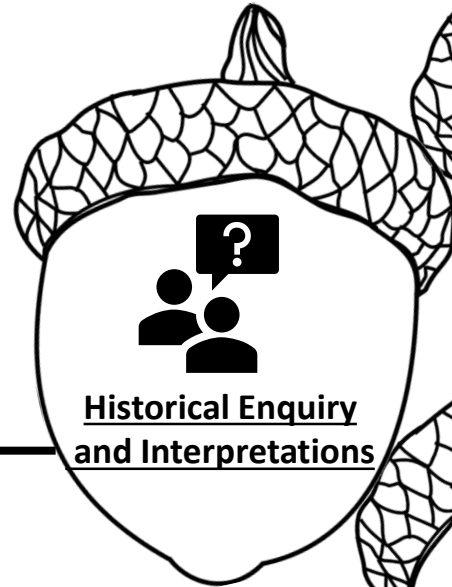
I can use a range of images to compare and contrast modern and older homes and infer what life was like in the past.

I know that we can find out about the past from accounts written at the time, like Samuel Pepys' diary.

I can talk about people and events that were significant in the past.

I can suggest why people did certain things, why events happened, and what the outcomes were.

I can discuss how reliable different pictures and sources of information might be.



I can describe and sequence events from my own lifetime.

I can sequence artefacts that are close together in time (e.g., 1950s, 1970s, modern day) and check my understanding using reference books.

I can use simple markers, such as inventions, to distinguish between different periods in time.

I know the names of the different historical periods we have studied.

I can identify similarities and differences between objects and buildings from the past and present.

I can identify ways in which life was different or similar in the past compared to today.

I can explain some key events from the past and describe how things have changed over time.

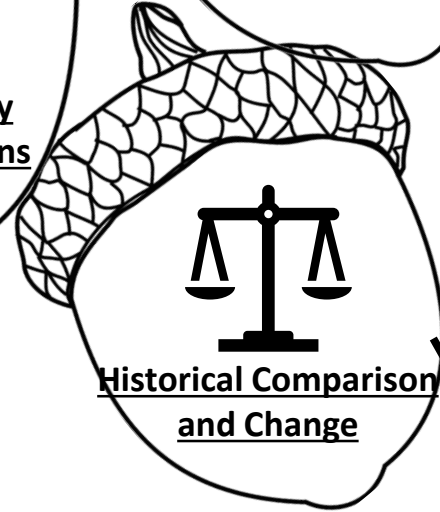
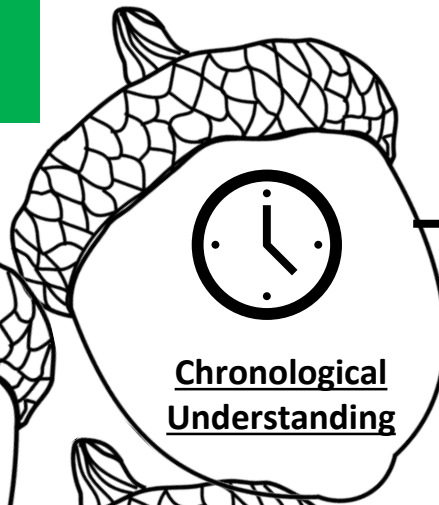
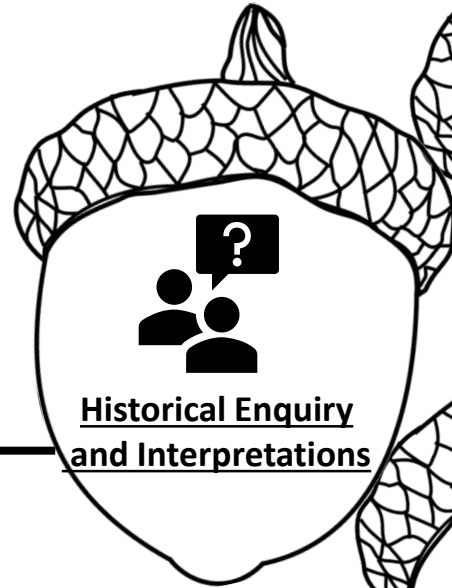
I can compare the lives and achievements of two famous historical figures using pictures or photographs.

I can compare two versions of the same event from the past.

I recognise that some people's actions have helped to change the world.

History Skills YEAR 3

I can use a variety of sources to generate and answer questions about the past.
I can consider different points of view and accounts about a historical events and people.
I can gather information from books, texts, the internet and pictures to find out about aspects of life in the past.
I can describe social similarities and differences within this period.
I can explain how archaeologists use artefacts to learn about the past.
I can observe small details in artefacts and sources.
I can make suggestions about what unfamiliar artefacts might have been used for.
I can discuss the links between events, situations and changes that happened in the periods we have studied.



I can place the periods studied on a timeline.
I can use dates and terms related to the units studied.(BC/AD)
I can sequence several events and artefacts from this period.
I can describe the difference between ancient and modern periods.
I can sort pictures into chronological order

I can describe what everyday life was like in eras studied and make comparisons with life today.
I can compare different representations of events and eras and distinguish between different sources (cartoon, museum..)
I can distinguish between different sources and compare versions of events.
I can compare social and religious similarities and differences within a period.

History Skills YEAR 4

I know that there are questions about the past that have not yet been decisively answered by historians.

I can look at a range of evidence available and discuss how useful different sources are.

I can ask and answer relevant historical questions.

I can explain some of the ways archaeologists choose which sites to excavate.

I can use artefacts to support my ideas about the past and make inferences.

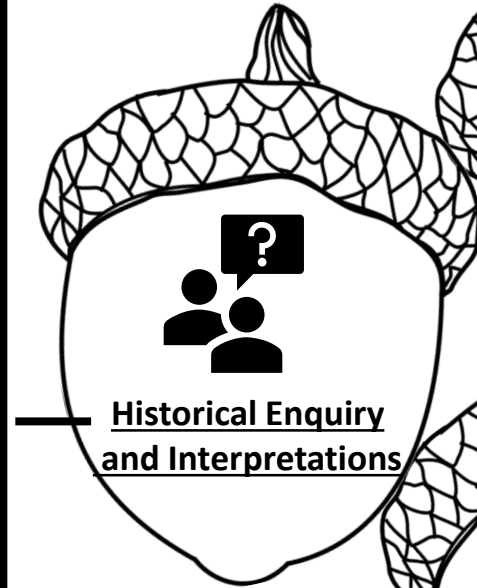
I can find out about daily life in periods of time using a variety of sources such as stories, music, rhymes, pictures etc.

I can use what I know about religious and historical traditions to infer further facts.

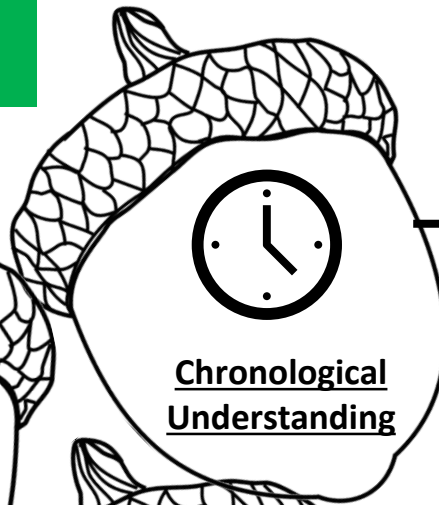
I know that I need to think critically about a historical source in order to assess its reliability.

I can use pictures of maps of Britain at different times to explain what might have happened.

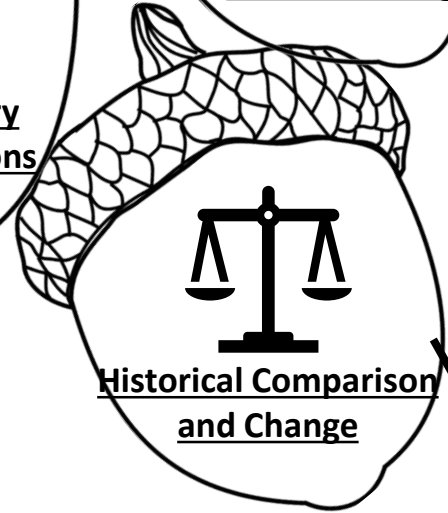
I can find out about key people in history and use this information to help explain the events that occurred.



Historical Enquiry
and Interpretations



Chronological
Understanding



Historical Comparison
and Change

I can place events from different periods studied on a timeline.

I can explain the difference between AD years and BC years. (and BCE...)

I can begin to date events and place them on a timeline.

I can describe what Britain was like before and after invasions.

I can sequence specific events within a time period.

I can compare and contrast what life was like for people living in different periods.

I can look for links between different periods of time.

I can compare social and religious similarities and differences within a period.

History Skills YEAR 5

I can infer information about daily life (men/women) in different periods by studying artefacts, photographs and other sources.

I can begin to identify primary and secondary sources of information and discuss the relevance of both.

I can select relevant sections of information to help build up a picture of life in the periods studied.

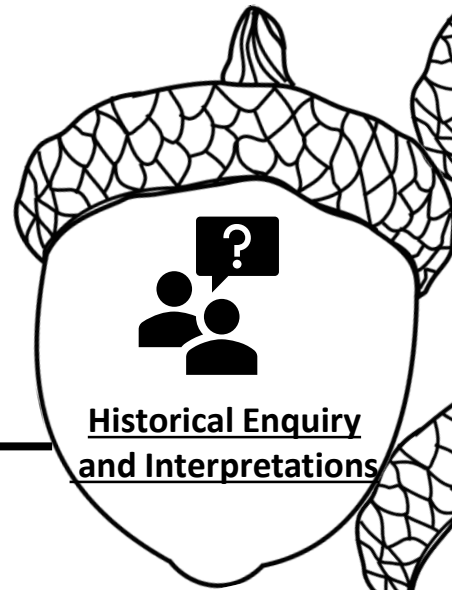
I can generate multiple questions to explore, choosing the ones I most want to investigate.

I can use evidence from a range of sources to construct informed responses /answers. I understand the importance of preserving historical documents and artefacts.

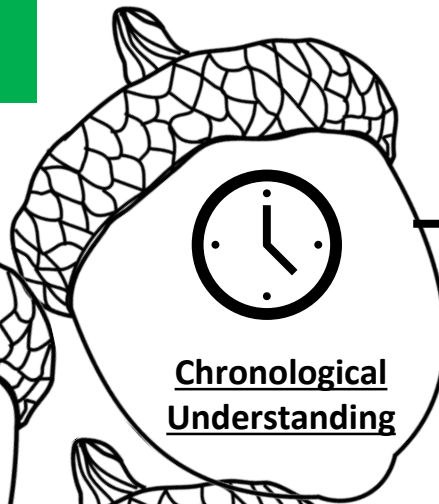
I can use artefacts to find out facts about the past but also understand what the limits of these in answering questions. I know that knowledge about the past is constantly improving as historians make more discoveries. I know that some historical sources are written thousands of years after the event and are thus unreliable.

I can research my own questions and answers using the internet and library.

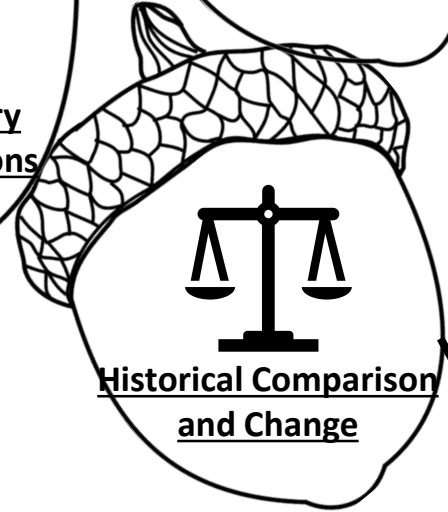
I can offer some reasons for different versions of events and compare accounts from more than one source.



**Historical Enquiry
and Interpretations**



**Chronological
Understanding**



**Historical Comparison
and Change**

I can place periods studied and events within them on a timeline along with other periods studied.

I can use terms and vocabulary relevant to the period. I can sequence up to 5 events on a timeline.

I can make comparisons between different times in the past.

I can summarise what I know about different British time periods.

I can establish clear narratives within periods of time.

I can examine the causes and results/impact of some of the great events and inventions of the time.

I can compare aspects of life within and across periods.

I can compare and describe social ,cultural , religious and ethnic diversity in Britain and the wider world.

History Skills YEAR 6

I can infer information about daily life in ancient times by studying ancient artefacts.

I can identify the difference between primary and secondary sources of information and use them to find out about historical periods.

I can generate questions about an artefact and generate a hypothesis about what the object was used for.

I can use what I already know to generate questions I want to find the answers to.

I can use a wide range of sources to infer understanding about what life was like during significant historical periods and events.

I can link sources and am aware that different evidence will lead to different conclusions.

I can bring the knowledge gathered from different resources together to give a fluent account and make inferences about how conclusions were arrived at.

I can consider ways of checking the accuracy of interpretations – whether fact, fiction or opinion.


I can use the internet and a wide variety of other sources to answer questions and carry out research. I can suggest omissions and the means of finding out.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can arrange key civilisations in world history in chronological order.

I can place the period I am studying on a timeline in relation to other historical periods.

I can name specific periods within an era and correctly order them on a timeline.

I know key dates and events within a historical period and can accurately sequence up to 10 events on a timeline.

I can use relevant historical terms and period labels to describe particular movements and time periods.

I can make comparisons and connections between different aspects of a historical movement over time, such as gender and race.

I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. I can compare and contrast cities and significant people within a historical period.

I can explain some of the ways in which modern society has been influenced by historical periods.

I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation I can summarise the changes over time.

I can compare and describe social ,cultural , religious and ethnic diversity in Britain and the wider world. I recognise that not everybody shares the same views or feelings

Golden Threads



In key stage one, children begin to grasp simple ideas of power, authority, and influence through familiar contexts—such as important people, kings and queens, local events, and changes over time. In key stage two, children explore how power is gained, maintained, challenged, and expressed through government and law. Military power and conquest, empire, rebellion and resistance.



In key stage one, children begin to be introduced to invasion through stories and during our castles topic. In key stage two, children are introduced to how conflict and invasion shaped the early history of Britain. They learn about the struggles for power and land through key invasions and battles involving the Celts, Romans, Anglo-Saxons, Scots, and Vikings. This helps them understand how these groups influenced the formation of British identity, settlement, and culture.



In key stage one, children are introduced to the meaning of civilisation and society, making links to modern day life. In key stage two, children cover a variety of civilisations such as the Ancient Egyptians, Romans, Ancient Greeks and many more which give children a broader understanding of human history and the foundations upon which modern societies are built.



In EYFS, children are introduced to religion through stories and celebrations. In key stage one, children begin to understand the role of religion in national life, including the fact that the British monarch is the head of the Church of England. In key stage two, pupils explore how religion has shaped history. They examine the arrival of Christianity in Britain and its influence on beliefs, art, and daily life. They also explore ancient belief systems, focusing on Ancient Egyptian gods, burial practices, and the significance of the afterlife. Children study the Greek pantheon and the spread of Greek culture. They also explore Mayan myths and legends, understanding how religion shaped storytelling, rituals, and societal values. Children reflect on more recent history by studying the religious persecution of Jewish people during World War II, developing a sensitive understanding of the consequences of intolerance and the importance of remembering the past.



In key stage one, children learn about the legacy left by important events and periods in history. They discover how castles influenced the growth of towns and communities, how the Victorian era shaped the way we live today through changes to school and child labour, why we celebrate Bonfire Night and how the Great Fire of London led to important changes in the city's buildings and safety. In key stage two the children continue to learn about the legacy of others from the past such as, the Celts traditions, Roman roads, the Olympic Games, the way Vikings influenced language and trade and the impact of World War 2 on communities.

History Breadth of Study

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6



Significant people & London time-lines



Great Fire of London



The Ancient Greeks



The Celts



The Anglo Saxons



The 1940s



Significant people who help us and history of flight



Toys from the past



Famous Explorers & historical people



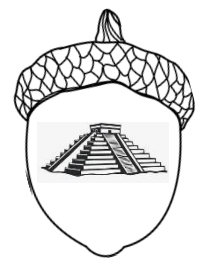
Warlingham Local Area



The Romans



The Egyptians



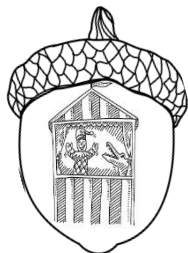
The Mayans



Castles



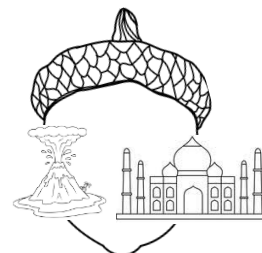
Victorians



The seaside 120 years ago



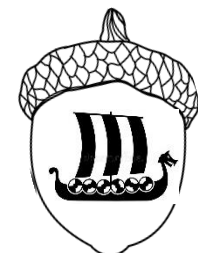
The Stone Age



History of Italy & India



The Tudors



The Vikings

History Knowledge at Hamsey

EYFS

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;

KS1

I know that people knew less about the world in the past than we know today. I know that some people's achievements and discoveries can change the world.
I can talk about who is important.
I know basic facts about my topics (Sticky knowledge).
I know that the toys my parents and grandparents played with are different to the toys I play with today.

Year 3

I can understand how my local area has changed over time.
I can explain what an archaeological site is and why it is important.
I understand why some people wanted things to change.
I understand the significance of some historical figures within a period of time

Year 4

I understand how invasions came about and can offer reasonable explanations for some events.
I know who the significant people in a specific era were and the influence they had.
I can explain in detail the events surrounding specific historical events.
I have an increasing understanding of the struggle for power and how this changed England.
I can explain how England became a unified country.
I can explain why and how Britain was invaded.
I can describe some of the technological advances that invaders brought to Britain.
I can suggest how Britain might be different today if it had never invaded.

Year 5

I can describe some features of the period studied.
I can discuss details of significant individuals within a period.
I understand the hierarchy within different periods studied and some of the beliefs held by different civilisations.

Year 6

I can describe some features and events of each of the periods in eras studied, including beliefs, behaviours and characteristics of people.
I know that different eras had different hierarchies and governments and can compare them to now.

